

November, 1960

Catholic School Journal

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remarks Msgr. McDowell.
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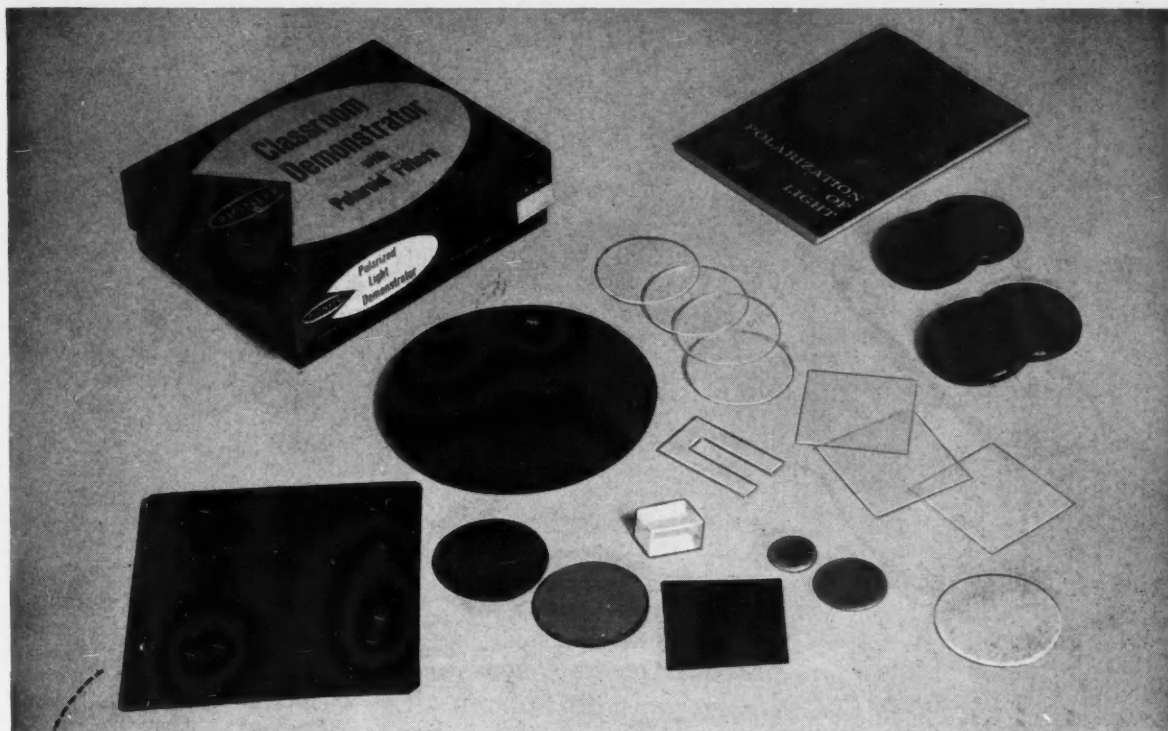
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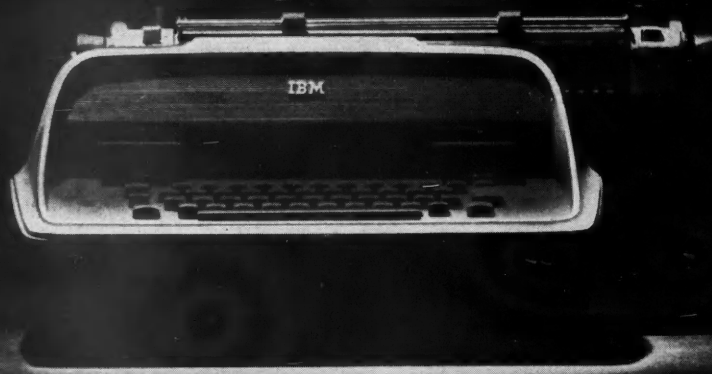
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THE CATHOLIC SCHOOL JOURNAL

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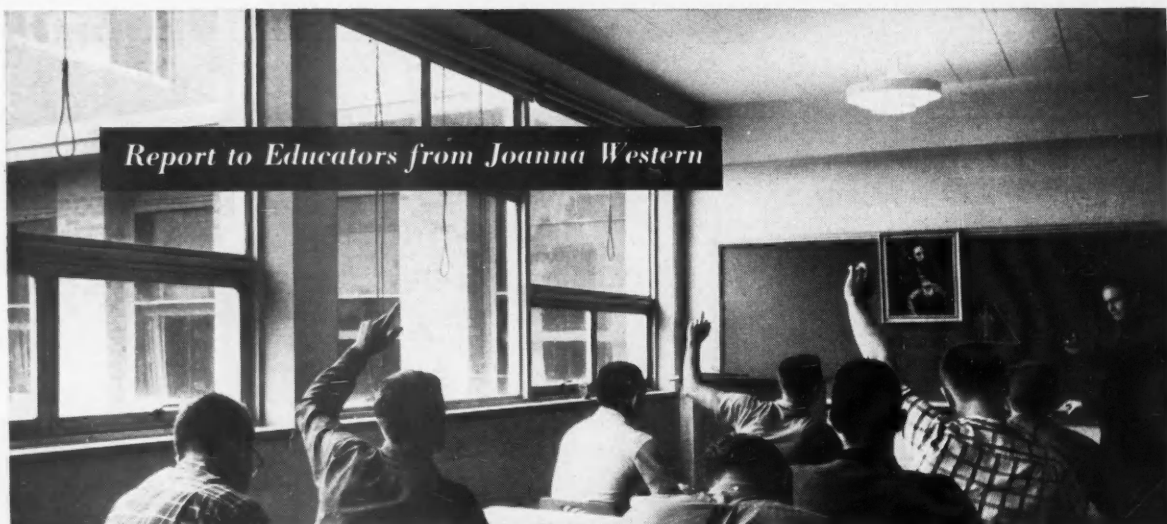
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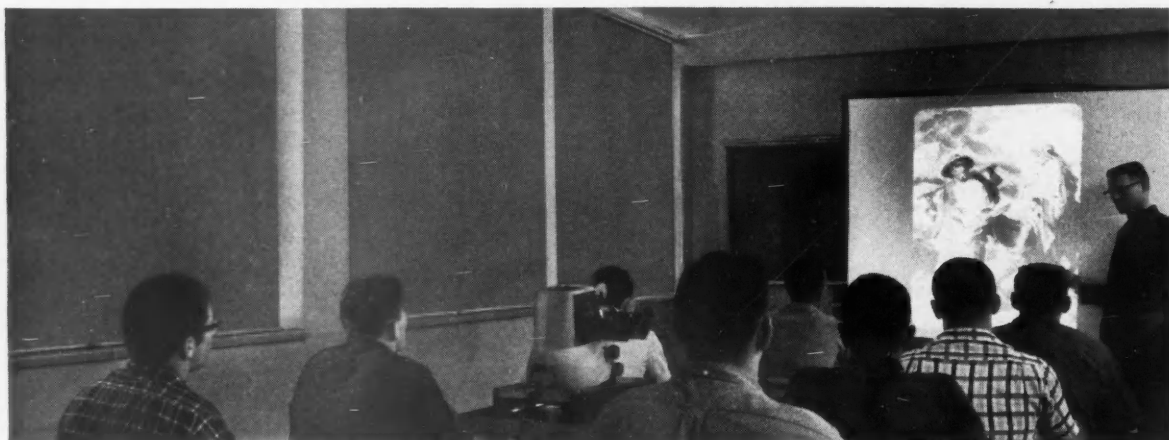
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Report to Educators from Joanna Western

At Loyola Academy, Wilmette, Illinois ...



... opaque shades convert classrooms to audio-visual rooms — fast.

How to Control Light...to Light up Young Minds

Regular classroom work is coordinated easily with audio-visual presentations at Loyola Academy. All of Loyola's 37 classrooms are equipped with Joanna EXLITE Shades. Rooms in the proposed new second story on the eastern wing will have them, too. Thus, films, movies and slides can be shown right in the classrooms, thanks to these opaque shades which provide 80% to 85% light exclusion.

"Audio-visual teaching techniques are becoming increasingly important and take up to 33% of in-class time," says Father C. E. Conroy, Administrative Assistant, Loyola Academy, Wilmette, Illinois. "And, moving from classroom to projection room is not only time-consuming, but distracts students from the subject matter."

"Shades for the 37 classrooms cost \$3,000—\$4,500 less than draperies—and maintenance costs have been negligible," says Father Conroy.

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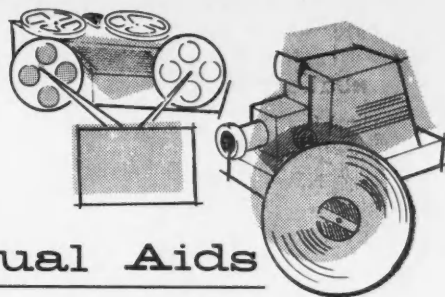
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Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

NATIONAL AUDUBON SOCIETY

1130 — Fifth Ave.

New York 28, N. Y.

Last summer it was the writer's very pleasant privilege to spend two fascinating and profitable weeks at the Wisconsin Audubon Camp, one of four in the United States. The audio-visual aids which the Audubon Society has prepared for educational use are unusually effective; therefore it is a distinct privilege to share this valuable information with other teachers interested in helping young people to understand, appreciate, and wisely use the natural beauty which God so abundantly provides for us.

The Audubon Society, which is the largest conservation organization in the world, makes available at nominal rental cost sound and silent 16mm. films, 2 by 2 color slides, filmstrips, recordings, and photographs. Send 10 cents for a copy of the catalog which describes these very valuable audio-visual aids to the study, enjoyment, and conservation of birds, trees, insects, mammals, flowers, and soil.

Audubon Junior Clubs

Also consider the numerous values to your students who for 25 cents each per year may join the Audubon Junior Club through which they each receive a membership button and a handsome new 20-page scrapbook with stiff covers in which appear beautiful colored pictures of birds and mammals. Inside are five abundantly illustrated sections (including hosts of new projects and activities) as follows: trees, birds, mammals, insects, and flowers. These sections are planned for co-ordination with the five project sheets that each club leader or teacher receives. Any teacher or club leader plus ten or more children may form a club, the year for which begins September 1. Elementary schools use this material effectively in connection with science, language arts, creative arts, and other subjects. Besides, the potential personal value which each child may derive from an acquaintance with and love of nature is tremendous. Following are brief descriptions of some of the choice recordings carefully evaluated by a large group of teachers and naturalists.

HOUGHTON MIFFLIN CO.

Boston, Mass.

A FIELD GUIDE TO BIRD SONGS consists of two two-sided 33 $\frac{1}{3}$ r.p.m. records arranged to accompany page by page Roger Tory Peterson's book "A Guide To The Birds." These authentic recordings were produced in the Laboratory of Ornithology at Cornell University.

CORNELL UNIVERSITY RECORDS

124 Roberts Place

Ithaca, N. Y.

Several excellent authentic two-sided 33 $\frac{1}{3}$ r.p.m. recordings are available from Cornell, including the following: SONG-BIRDS OF AMERICA IN COLOR, SOUND AND STORY. Cost is \$4.95 for this book-album on birds. It is an authentic color, sound, and story introduction to songbirds. It consists of: (1) a two-sided 33 $\frac{1}{3}$ long play high fidelity record which reproduces actual songs of 24 familiar birds each of which is clearly introduced before we hear the sound, and (2) an accompanying book which accommodates the record. The book has full color reproductions and verbal description of size, habits, song, and habitat of each of the 24 birds in the same sequence as on the record. The book-album aims to make birds come to life for you through a blend of picture and text with carefully recorded sound. Additional sections of the book serve as an introduction to the ways of birds in general chapters on flyways, color magic, music, etc. are meant for casual leisurely reading and discovery.

A. A. Allen and P. P. Kellogg, two of our most distinguished ornithologists, are responsible for this documentary volume which is one of the clearest and simplest introductions to bird study. Both adults and children will derive many happy experiences from the suggested uses of this entertaining and informative book-album.

AMERICAN BIRD SONGS, consists of two records which reproduce respectively 60 and 51 of the most distinctive and familiar bird songs. These, too, are authentic recordings captured in the birds' natural habitats. These sell for \$7.75 each.

THE SONGS OF INSECTS (\$7.75) reproduces the calls of common crickets, grasshoppers, and cicadas of eastern United States.

VOICES OF THE NIGHT (\$6.75) reproduces the calls of 34 frogs and toads of the United States and Canada.

COLUMBIA RECORDS, INC.

Flicker Recording Service

Old Greenwich, Conn.

Publishes two bird records, BIRD SONGS OF DOORYARD, FIELD AND FOREST, recorded by Jerry and Norma Stillwell. Each record is two-sided, 33 $\frac{1}{3}$ r.p.m. long play and all four sides present 135 distinctive songs and calls of different species of birds.

ED AND ANN BOYES

19164 Pennington Drive

Detroit 21, Mich.

WILD BIRD SONGS is a two-sided, 33 $\frac{1}{3}$ r.p.m., long play record which reproduces native birds' songs as captured in the wild. Often additional natural backgrounds sounds add to the pleasure of the listener and help to identify the habitat. A short common name identification is given before we hear the call and song.

FEDERATION OF ONTARIO NATURALISTS

187 Highbowne Road

Toronto, Canada

This series of recordings called SOUNDS OF NATURE, consists of five volumes or two-sided 33 $\frac{1}{3}$ r.p.m., long play records each of which runs 30 minutes. Volume Two, "A Day in Algonquin Park," is a 30 minute presentation of sounds of nature heard in this park near Ontario in June or July. The identification of sounds is not announced during the main part of the record. However, the review at the end of each announces and reproduces each. The record sleeve presents an interesting short story which also identifies each of the sounds.

(Continued on page 6)

Evaluations of AV Aids

(Continued from page 5)

NEW YORK TIMES

Office of Educational Activities
Times Square, New York 36, N. Y.

Again this year the New York Times announces that each month it will produce a current affairs filmstrip at \$2.50 each or \$15 for the entire series of 8 filmstrips.

The New York Times Filmstrips on Current Affairs are graphic presentations

of major significant subjects in the forefront of the news. They appear once a month, from October through May. Each filmstrip consists of about 55 frames and combines striking photographs, cartoons, maps, charts, graphs, and related material.

As to the subjects these filmstrips cover, they present current developments and their significance with the history and background that give the events meaning. The wide range covers current events, social studies, history, government, economics, science, and exploration.

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from upper elementary grades through senior high school as well as by colleges and a variety of adult organizations, such as clubs and church groups. They are particularly useful in explaining current events and their significance to students. Because their pace can be regulated, instructors are able to give special emphasis to essential points. The filmstrips themselves are presented in easy-to-understand terms, while accompanying discussion manuals provide abundant supplementary information, which can be utilized at varying age levels.

The manual reproduces each frame of the filmstrip and, below it, supplies added information for that frame. The manual also has a broad introduction to the subject. It includes questions for discussion, suggested reading material.

The filmstrips are 35mm., suitable for projection in all standard filmstrip projectors. The filmstrips are sold outright, not loaned. They remain the property of the subscriber, and since each filmstrip contains much basic information, its life is indefinite.

The October filmstrip, **THE NEW ADMINISTRATION IN WASHINGTON**, presents the problems facing the new President in defense, foreign policy, domestic progress, and other areas as the U. S. makes the transition from Eisenhower.

In November, **MOMENTOUS DECADE: THE FIFTIES** is to deal with the decade of the fabulous Fifties that saw the first steps into space, nationalism exploding into new nations, two world-dominating super-powers; the challenge of the Sixties.

December's **INDIA: DEMOCRACY IN ASIA** is to depict the efforts of India, proving ground for free government in Asia, to overcome the heritage of colonialism, bursting population, poverty, and other problems and become a powerful, modern democracy.

In January **CHINA: COMMUNISM IN ASIA** will show the efforts of China, stronghold of Communist totalitarianism in Asia, to become the dominant power on the continent and impose new patterns on an ancient land: aggressive imperialism in Tibet.

February's **SPOTLIGHT ON LABOR** is to explain current role of labor and goals of unions in the light of expanding automation, mounting reaction to abuses by some union leaders, changing management policies; how unions grew; directions for the U. S. economy.

In March **THE SOVIET SPHERE** will deal with the Soviet Union and the nations in the Soviet block in terms of East-West struggle and world affairs; strength of the Soviet power block in Europe and Asia; Russia's relations with her satellites.

April's **CUBA: CARIBBEAN POWDER**

(Continued on page 10)

SCHOOL BUSINESS MGR. M. PEARLSTONE



East Meadow L. I. Public Schools, says:
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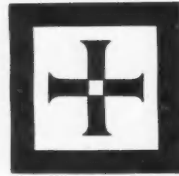
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It is announced:
HARCOURT, BRACE AND COMPANY
will publish in early 1961
the Cardinal Newman Revised Edition of
ADVENTURES IN LITERATURE
a distinguished four-year literature program
for Catholic high schools

Like the previous edition, the 1961 revision maintains the strengths that have made the "Cardinal Newman Adventures" so effective in high schools throughout the nation: selections of the highest literary quality, a blend of traditional classics with the most respected of contemporary authors, an organization within each book that unifies the four anthologies into a cohesive developmental literature program.

The 1961 revision expands upon these strengths with: an enriched design and format; four revised booklets of *Reading Tests*, with exercises to test the student's comprehension, appreciation, and vocabulary; four phonograph record albums — *Many Voices: Cardinal Newman* — with selections from the anthologies read by prominent literary figures and recording artists; and four entirely new *Teacher's Manuals*, each of which provides specific suggestions for presenting each major selection or group of selections, recommendations for developing a composition program, student and teacher bibliographies, and many more helps valuable to even a teacher of long experience. Francis X. Connolly, Professor of English Literature at Fordham University, joins the group of editors in this revision — Sister Anna Mercedes, S.C.; Brother Basilian Richard, F.S.C.; and Sister Marie Theresa, S.C.

We invite your consideration of the 1961 revision of this outstanding program. The first two anthologies — *Adventures in Reading* and *Adventures in Appreciation* — will soon be available for examination. The phonograph record albums will be issued shortly and the remainder of the program will be available early in 1961.

HARCOURT, BRACE AND COMPANY Catholic Department
New York and Burlingame

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Classic **PROJECTOR-MASTER TAPE RECORDER.** The Classic PM (Projector-Master) Tape Recorder has a self-contained electronic sensing device that records an inaudible signal on the tape for automatically advancing filmstrips in School Master remote control projectors. Using the proper adapter cord, the Projector Master can be used with any remote control projector. Ideal for those lessons that require both the sight and sound combination for an effective classroom program.

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Model AV-5 (\$219.50) has all the above features except the automatic electronic projector control.

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Evaluations of AV Aids

(Continued from page 6)

KEG is scheduled to present the critical situation off America's doorstep as Cuba draws closer to Russia and relations with U. S. deteriorate. Threats to Monroe Doctrine and U. S. naval base; U. S. and Latin policies.

In May THE NEW AFRICA will show the changed face of the continent as the retreat of colonialism swells into a wave of independence; erupting nationalism; the many new nations and their problems; the rise of new leaders and parties.

ENCYCLOPEDIA BRITANNICA

1150 Wilmette Ave.

Wilmette, Ill.

Story of Palomar

STORY OF PALOMAR (color \$350; black and white \$175) is a 39-minute color or black and white 16mm. sound film which is the 1960 revision of an earlier film. It is usable with junior and senior high and adult groups. This film presents a documentary record of the development and use of several telescopes but concentrates on the world's largest and especially on most powerful reflecting telescope, the 200-inch Hale telescope at Palomar Observatory built on a mile high plateau 130 miles southwest of Pasadena, Calif.

The work of grinding and polishing is most informative and impressive. Actual pictures of the processes are supplemented with many appropriate drawings which clarify the viewer's understanding of the mirror and the functions that it and the telescope perform.

In the current space age this telescope is of intense interest. In June, 1960, a scientific achievement of note set a surprising record when the 200-inch telescope photographed what scientists believe was the collision of two galaxies six billion light years away from the earth.

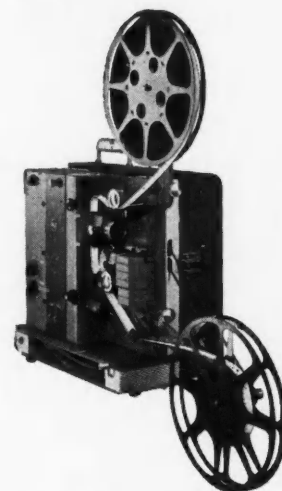
Eskimo Family

ESKIMO FAMILY is a 17-minute, 16mm. sound film (\$90 black and white; \$180 color). It shows an Eskimo family as it journeys to and from and lives in a spring hunting site and visits trading post and briefly contacts industrial and military installations.

After the long winter Anakudluk with his wife, son, and daughter travels by krammotik and his dog team over the ice to dry ground. Often they stop to test the sea ice, rest the dogs, and eat raw seal meat. Arriving at the tundra,

(Continued on page 14)

Good reasons for RCA projector popularity!



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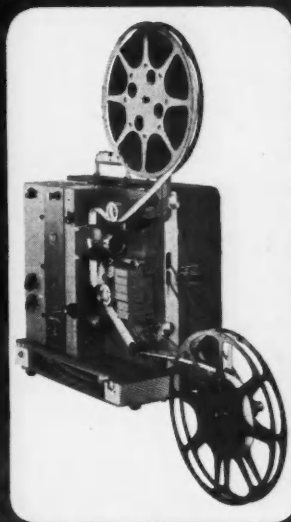


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Almost anybody can thread an RCA "Life-Tested"* 16mm Projector in less than 30 seconds. Its exclusive Thread-Easy film path is the simplest and most direct in the 16mm field. Even amateurs can screen every show with professional-like ease.

RCA engineers continually search for new ways to make RCA projectors even longer-lasting and easier to operate. As new ideas are proved valuable, they become part of RCA Projector design.

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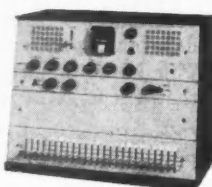
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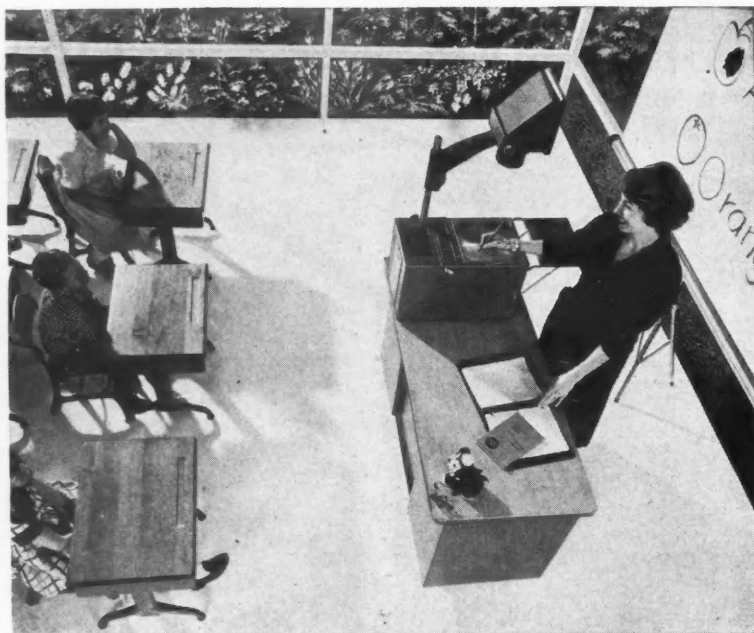
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Evaluations of AV Aids

(Continued from page 10)

they meet other Eskimo families and set up their canvas igloos. Each day the women cut seal skin into strips for many uses, and the boys feed the dogs. In the long summer evenings when the sun never sets, the Eskimos gather and exchange stories.

Anakudluk teaches his son how to fish by harpoon and line, and how to capture seal and trap fox for the fur which they will sell at Hudson Bay Post. Here in exchange for furs they also secure guns, ammunition, cooking utensils, and other necessities.

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(Continued on page 16)



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Howdy Doodo's Lucky Trip
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Lassie and the Daring Rescue
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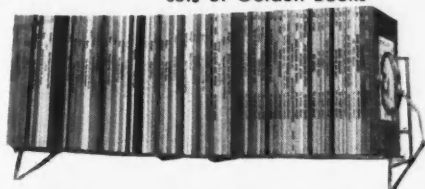
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Evaluations of AV Aids

(Continued from page 14)

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This guide is organized as follows: The Table of Contents provides a curricular classification of the materials listed. The Body of the Guide gives full information on each title by areas. A Teacher Reference and Professional Growth Materials selection lists items which are not suitable for pupil use, but which will furnish invaluable aids to the teacher. Title Index guides one directly to any specific listing in the Guide. The Subject Index lists specific references, alphabetically. A Source Index provides an alphabetical list of the names and addresses of the organizations from which materials can be obtained, together with the page references for each individual item.

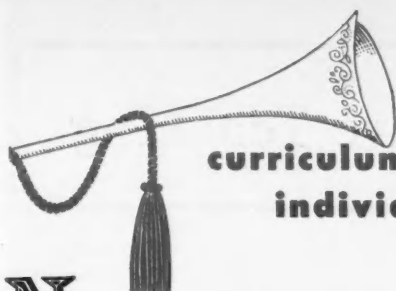
The Illustrative Units section offer tested techniques for the effective use of designated materials in different sections of the Guide, and serve to set a pattern for similar use of the many other valuable materials listed. This Guide is priced at \$7.50.

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(Continued on page 88)



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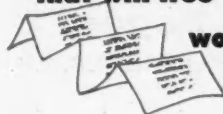
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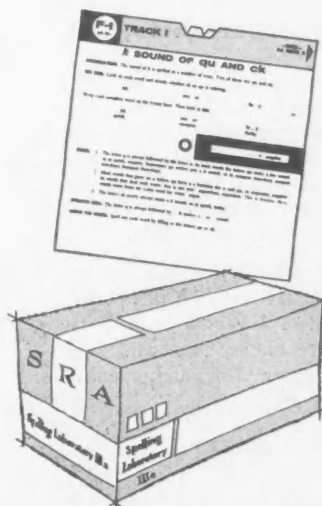
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"Be Ye Perfect..."

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■ Pope Pius XI urged us to seek the goals of Christian education — man's eternal and temporal welfare — by "co-operating with God's grace in the perfecting of individuals and society."¹ That means that we must strive to undo the consequences of original sin, thus restoring man as closely as possible to the image of Adam before the Fall. As the Creator worked with the slime of the earth, we are to work with human clay — shaping it into a perfect man. Of course we cannot achieve in our Adam the absolute perfection God achieved in His; but we can and must seek to approximate it.

Life in the Garden of Eden was free from miseries, misfortunes, and mistakes. Because God gave them special gifts above their nature, Adam and Eve were not hindered by the slightest imperfection from within themselves or from without. They lived a perfect existence. Everything to which they set mind or hand they did with the greatest possible degree of excellence and ease.

Perfection Was Lost

Then came Satan with his temptation. At his suggestion this perfect pair plucked the forbidden fruit. And, while it is certain no fruit in history was plucked quite so perfectly, it is equally certain none was plucked with such tragic consequences. Because of their act

of disobedience God stripped our first parents of personal perfection and drove them from Paradise. For the first time they knew what it was to be ignorant, to make mistakes, to have accidents, to suffer, to feel the urge of concupiscence. They had never experienced these evils in the Garden, for all the parts of their being moved in harmony, and unity ruled throughout the various levels of their nature.

But now higher faculties, passions, and senses were subject to disorders and defects. No longer did the body always respond exactly to the dictates of the intellect. No longer did it always execute ideas in the precise shape and form as they were conceived and willed. Worse yet, the intellect itself was clouded and the will weakened. This was the legacy left to the human race, a legacy of imperfection. All men have inherited it. It pervades every part of their being and is constantly at work. A global war, a dubbed golf shot, an auto accident, a poorly written book, a shrunken shirt, a lost soul, these are just a few samples of an almost infinite variety of mishaps men bring on themselves and their neighbors because of the Fall.

Our Glorious Redemption

No wonder there are pessimists who believe with Lucretius "it is best of all never to have been born." Schopenhauer and his ilk built a philosophy

around the idea. They emphasized the perpetual contrast between desire and achievement in human conduct and concluded that the world is altogether bad.

But they forgot two essential facts in arriving at their conclusion. The first is that man, although fallen from his original state, is capable of retracing his steps along the path of perfection; for he remains, as the Popes remind us, "whole and entire, soul united to body in unity of nature, with all his faculties natural and supernatural," and has been "redeemed by Christ and restored to the supernatural condition of adopted son of God."

To Teach Is to Perfect

The second fact they overlooked is the power of Christian education in the hands of competent and dedicated teachers. Under their direction man can make amazing headway in regaining his former state of integrity. Pope Pius XII pointed this out when he wrote:

"Of this unrestrainable and perennial tendency to human perfection, directed and guided by divine providence, the teachers are the moderators, and they are more directly responsible to that same providence with which they are associated for the execution of its designs. It depends largely on them whether the current of civilization advances or retreats, gains in strength or languishes in idleness; whether it hastens to the estuary or, on the contrary,

¹Pius XI, *Christian Education of Youth* (New York: The America Press).

lingers in useless windings, or even worse, in marshy and unwholesome meanderings.⁷²

There is no doubt, then, as regards the importance of the teachers' role in putting man back on his pedestal of perfection. The major burden of the project rests on him. His responsibility is tremendous, but at the same time its exercise can be fascinating and thrilling. When it is not, it is either because he approaches his business with little or no thought of its relationship to the restoration of all things, or it is because he weighs his success on scales that do not show the entire result.

Take the scale of knowledge, for example. Many of us act as though the number of facts we have crammed into a youngster's head and the size of his final grade are the only criteria of his progress toward perfection. This is false. The fact that individuals or a class have not absorbed the amount of information we expect does not mean we have failed proportionately to perfect them.

The importance of knowledge is not to be minimized; but it is only one factor to be considered in determining growth in perfection. The best informed person is not necessarily the most perfect person. That is worth remembering when we are inclined to beam at straight A students and look down our noses at those with C's and D's. If we have not limited the educative process to fact-pounding, but have taught from the total perspective of Christian education, it is quite likely many of our "disappointments" will have attained a greater over-all degree of perfection than that of some of our "shining lights."

Perfection, whether it be natural or supernatural, is not easily measured. For the most part we can know only by faith to what extent it exists. But there is a solid basis for our faith: we are following a philosophy of education that is God-given; if it is used properly, it must produce in the majority of cases the result for which it is intended; namely, growth in perfection. "Be ye perfect as your heavenly Father is perfect" (*Matt. 5:48*).

We Perfect Ourselves in Perfecting Others

We have found motivation in the benefits teaching bestows on others. Now, let us examine briefly what good we ourselves can derive from it, especially spiritually. Once again Pius XI provides us with a key when he quotes

⁷²Pius XII, *The Union of Italian Teachers*.

A teacher's creed —

Evidence

Yesterday on a storm tossed beach,
Wave-rolled smooth and out of reach,

Stark and deep the footprints lay;
I knew a man had passed that way.

Every kindness performed for
Thee,
Lowers the waves . . . and changes
me.

Lord, let me live so that men will
say,
"Here are the prints. Christ passed
this way."

SISTER M. ANSELMA, C.S.C.

the Divine Master, "Whosoever shall receive one such child in my name, receiveth Me." The implication of this sentence is that there are few vocations in life that afford greater opportunities for advancement in grace and merit. That is because the good teacher is constantly practicing the virtue that is the very foundation of the spiritual life, namely, charity.

Teaching is essentially an act of love directed toward both God and neighbor. Its supreme object is to glorify the Creator by perfecting His creatures. In laboring for this end, we prove beyond doubt that we consider God infinitely good in Himself and desirable above all things for His own sake. Thus our teaching is an expression of perfect love. As long as we execute its functions ever mindful of what we are about and remain in the state of grace, we grow in sanctity.

Love of God and Neighbor

Teaching also brings into play several of those great external expressions of fraternal charity, the spiritual works of mercy. Daily we instruct the ignorant, counsel the doubtful, admonish the sinner, and bear wrongs patiently. These acts are the teacher's stock in trade. If we perform them with purity of intention, they constitute a constant act of love toward neighbor.

Besides grounding our life on the "greatest commandment," school work brings additional spiritual advantages. It supplies frequent opportunities for the practice of such virtues as humility, meekness, prudence, and fortitude. It automatically puts order into our ac-

tivity, making us live by the bell, thereby eliminating indecision and waste of time. It impresses on us the need to give good example and tends to keep the standard of our conduct high. But best of all, it keeps unrolled before us the map of life, and, while we chart perfection's course for others, consciously or unconsciously, we are inclined to plot our own along a similar line. Perhaps these spiritual advantages are what the Prophet Daniel had in mind when he exclaimed, "Those who teach many unto justice will shine like the stars for all eternity."

Christ Gives Us the Example

From what we have seen it is evident that we possess in the goals of Christian education a rich mine of self-motivation. Within its depths we can find the courage and energy needed to surmount the obstacles confronting us as we pursue our vocation. But we have to work the mine through frequent meditation. Only in this manner will we form a fixed conviction that what we are about is worth every talent and strength we can put into it.

As regards difficulties and discouragements, we ought to remember that our situation is not unlike Christ's. He also met opposition to His teaching. His students were thoughtless, inattentive, self-centered, even hard hearted. They failed the tests He gave them more often than they passed. Occasionally, He could take fleeting satisfaction in individual successes, like Peter's confession or Magdalene's repentance. But these were isolated triumphs, which were almost lost in the magnitude of His defeats. And, finally, after three years of frustration, He closed the classroom door of Palestine only to be abandoned by His best students and crucified by His worst. No teacher in history was ever so thoroughly rejected.

Yet, can we call His teaching career a failure? As to its immediate objective, the conversion of the Chosen People, yes. Judged from its ultimate objective, however, the redemption of mankind, it was a glorious success. Had Our Lord hesitated or quit before the trying circumstances He faced, victory might never have been won. But He remained steadfast at His task, motivated by His aspirations for the human race and by His conviction that despite the failure of the moment those aspirations would be realized. This is the pattern of thought and action we, too, must follow, if we are to be worthy successors of the Great Teacher.

Quality and quantity in education? A comparison of the language laboratory and the teaching machine, two tools of the schools which promise to combine mass education while achieving quality education. . . .

Teaching Machines and the Language Laboratory

By P. E. King

President, Magnetic Recording Industries, New York, N. Y.

■ Today, educators repeatedly ask: "If the field of languages has found at least one answer to the question of how to cope with both *quality* and *quantity* education, then how can this tool be applied to other areas of education?" Relatively little experimentation has been done to date and any discussion of this question falls into the category of "crystal gazing" into new horizons.

As for the language laboratory, the most important reason for its apparent success is its ability to offer at least one answer to this great educational dilemma of the 1960's, namely how to combine *mass* education with *quality* education. Because the student is required to participate actively and constantly, and with greater freedom to progress within the limits of his own talent and interest, the language laboratory certainly increases the quality of language teaching. Within the next few years, with the inevitable advent of good programming and better program materials, the language laboratory will also be able to do justice to the growing number of students without forsaking the better quality of instruction, which it already offers.

Outside of the language laboratory, all efforts to solve the "quality-quantity" question have produced either of two opposite developments: On one end are *mass* media such as films, television (both wireless and closed circuit), large lecture presentations, etc., all attempting to cope with the quantity problem. An important advantage of the mass media

approach is the fact that a very scarce commodity—superior teachers—becomes accessible to many more students. There are also limitations: the lack of active participation or self-expression on the part of the students during mass presentations apparently tends to level them off to an average speed or rate of progress.

The Teaching Machine

On the other end, and as a healthy counterbalance to the mass media effort, stands the teaching machine,

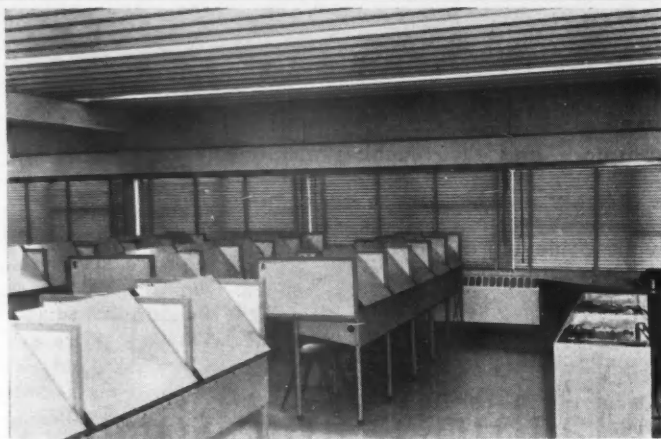
a completely individualized approach to learning. Obviously, the underlying philosophy is based on the student's active participation and progress according to his own talent and motivation.

The teaching machine is a device which permits presentation of programmed material, primarily in visual form, to a student. The student is presented a printed question or other visual or pictorial stimuli, he is given a means to respond, and then through manipulation of a lever or button, or automatically, he is



A student operates a teaching machine.

— Western Design



A typical language laboratory.

given the correct response immediately after his own attempt. Very rarely, to date at least, does the teaching machine present programs in audio form.

The language laboratory "consists of mechanical and electronic equipment by means of which the student, individually or in a group, hears and repeats prerecorded material in a foreign language. He may listen with headset and hear his own voice, either simultaneously through the earphones as he speaks into the microphone, or by recording on disc or tape and playing back his recording."¹

The "language laboratory" is a misnomer. No better name has yet been found. The expression "teaching machine" is an overgeneralization, but no better name has yet been found. "Self-teaching machine" would be a more correct name. In a broad sense, the language laboratory also is a teaching machine, or self-teaching machine; so is the printed textbook, the blackboard, or any other teaching tool. There are many common areas for the language laboratory and the teaching machine. There are other areas where they are opposites.

Both the teaching machine and the language laboratory are based on a philosophy of *self-teaching*, that is, the principle of the machine helping the student to teach and correct himself. For the teaching machine, this is the basic premise for its success. The language laboratory also has self-teaching characteristics, but here the success of this self-teaching process is intimately tied to proper and almost constant supervision by trained teachers or other qualified personnel.

Both the teaching machine and the language laboratory provide facilities for the student to progress in accord-

ance with his own *talents* and *motivation*.

Both at the teaching machine and in the language laboratory, the student works on "problems" and his progress depends upon his *success in solving such problems*. That is, the student is expected to solve these problems, since otherwise he cannot progress. This continuing process of finding solutions to problems is working very well in the field of languages; and if the currently-operating experimental programs in other subject matters are any indication, rather remarkable results are achieved at the teaching machine.

Programming

Thus, the next area for comparison is the question of *Programming*. Good and proper programming is a *must* both for the teaching machine and the language laboratory. However, the very existence of the teaching machine depends upon complete and correct programming; there is no room for improvisation. The program is prepared first, and the teaching machine is designed to fit the program—or at least, both are developed side by side. The language laboratory, of course, should also be based on good programming, but at least at the present time, a certain amount of improvisation, i.e., "on-the-spot teaching" is possible.

The teaching machine appears to have a place in the teaching of *all subject matters*. The language laboratory to date confines its subject matter to that of language teaching, and while several other areas of education appear to lend themselves well to the laboratory-type approach, none so far have undergone extensive experimentation. Interest, however, remains quite high in this direction and one might well speculate whether the language laboratory and the teaching machine may one day become one and the same.

Visual Presentations

Visual presentations are essential to the teaching machine. Such presentations may be the printed word, pictures, filmstrips, etc., or a combination of such approaches. *Audio* (sound) will be helpful in the application of the teaching machine, if properly co-ordinated with the visual program.

In sharp contrast, *sound* (audio) is the life blood of the language laboratory. Sound is essential to language learning. *Sight* (visual) will be helpful in the language laboratory if used for bypassing translation or as a mnemonic device to cue the student.

Because the teaching machine uses sight as its primary, if not only, medium of communication to the student's mind, the *self-testing* (*problem solving*) activity usually also occurs in a visual manner. That is, the student's constant comparison of his own efforts and the correct result is absorbed via his eyes; naturally this is rather accurate and not too much subject to student errors or misinterpretations. In contrast, the language laboratory which depends upon the student's ear (*audio*) for self-testing and self-correction is much more subject to subjective interpretations and misinterpretations. Thus, the need for *supervision* in the language laboratory is far greater than with the teaching machine.

When considering the *intangible human aspects* of both the teaching machine and the language laboratory, it is clear that both, when properly applied, can create very *high motivation* in the student. The human's curiosity "to know results" and know them rapidly after every effort, is satisfied promptly in both instances provided correct programming has been applied.

The language laboratory offers the student a unique *opportunity* to "*speak up*," to express himself; it is probably the strongest single stimulus for the student's high motivation in the language laboratory. In contrast, the facility for self-expression at the teaching machine is of a different type. The student expresses himself primarily in written form as in a sort of "mechanized workbook." In a broad sense, this is, of course, also self-expression, but it is of a very different nature than the student's continued oral response in the language laboratory.

The teaching machine is based exclusively on individualized student work. The language laboratory, in contrast, provides facilities both for individualized work, and group activities.

¹Foreign Language Laboratories in Schools and Colleges, U. S. Office of Education, 1958.

Cost of Equipment

Regarding the *cost of equipment*, the teaching machine, at least in its present form, is a relatively simple, mostly a mechanical device (there are some exceptions). The language laboratory, in turn, must provide good audio communication and this involves the extensive use of electronics. Thus, its cost is higher. However, the language laboratory has already developed into a rather sophisticated integrated system of electronics which at least to some degree

has standardization within its field of activity. The teaching machine, to date, is not yet a finished product and there is, of course, no telling what final form or what type of standardization it may take. Much will, of course, depend upon the type of programming which educators will provide, and, depending upon their requirements, it is entirely possible that today's "academic slot machine" may eventually also be a rather sophisticated teaching tool. Its cost may go higher or lower, depending

upon application, subject matter, and use.

The above comparative analysis should not be considered complete and certainly not final. As much as the language laboratory today is an established fact, the implications of its impact on teaching methods have barely been realized and the challenge still lies ahead. The teaching machine, in turn, has not yet come of age and obviously, its implications can, at best, only be guessed at to date.



Encourage questions outside of class.

Listening! IT CAN BE AN IMPORTANT VOCATIONAL TOOL

By Brother Donald, O.S.F., M.A.

Director of Vocations, Franciscan Brothers, Brooklyn 31, N. Y.

Psychologists agree that one of the basic needs of the adolescent supplied him by membership in the corner crowd, or worse still, the gang, is the need for an audience — someone to listen to him. Our present "progressive" civilization with its rapid and improved means of communication, its radio, telephone, and television, has failed to appreciate the benefits of that most fundamental means of communication — the homely conversation. Ours is a world of ceaseless activity where success in anything is measured in terms of immediate and tangible results. We are a nation of working parents, preoccupied relatives, and overworked teachers. No one has time for that simple exchange of ideas and sentiments which bind together families and friends. Subsequently adolescents are deprived of the understanding available to them through this medium alone.

Many of these young people would willingly confide in their teachers but a large number of our priests, Brothers,

and Sisters must of necessity devote themselves to the task of formal education to the exclusion of after-school association with their students. This is particularly true in schools which are greatly understaffed and overcrowded.

Let us remember, however, that youth is generous by nature and looks for the same spirit of generosity in religious — in us. Certainly many religious are more than generous with the time and energy which they devote to the spiritual and social guidance of their charges. Recently conducted surveys have revealed that those religious who consistently sponsor vocations are those who are outstanding for this very generosity in giving freely of themselves to their students.

Then too, some religious possess an asset which may be termed "availability." They seem to be present when they are most needed. This is not so unusual when we consider that the principal concern of the truly Catholic teacher lies in the welfare of the *student*.

With these thoughts in mind, let us endeavor always to "make" time for listening to the ideas and plans of our students. Let us remember that the ideal work area for such listening is the cafeteria, the playground, and that the ideal time is not when *we* feel like listening, but rather when the youngster wishes to speak. It is in this friendly milieu that the conscientious and zealous vocation recruiter may by a word implant into the soul of an adolescent the tiny seed which may one day flower into a true and lasting vocation.

In conclusion, it will suffice to add that if we make proper use of the means at our disposal — namely, the art of listening in the furtherance of religious vocations — we may be assured that our generosity will be well rewarded in the personal satisfaction we obtain from the knowledge that we have helped to guide young people in their journey toward a life dedicated to God here on earth, for which they, our brethren in the Mystical Body, will be amply rewarded hereafter.

Programs for Thanksgiving and Christmas

Thanksgiving

By Kathleen Lynch

N. Tarrytown, N. Y.

SCENE: Clearing in the woods, somewhere in the Massachusetts countryside.

CHARACTERS: Sarah (age 13), Anne (age 11), White Dove (Indian maiden, age 12), John (age 14), Mother, and Peter (age 8).

ANNE: Oh, Sarah, isn't it exciting! Tomorrow will be just perfect for the feast.

SARAH: Yes, it will be lovely—golden leaves covering the ground and autumn filling the whole air.

ANNE: Just think, a year ago we were still over in England and now here we are at Plymouth. I never would have believed it.

SARAH: Will you ever forget the trip over the ocean. Four whole months!

ANNE: But it was worth it. Just look at what we found. (Pause) Sarah! Sarah! Here comes John, and—and—White Dove is with him! John, we're over here.

SARAH: Why, he shot a turkey! Oh, Mama will be so surprised.

ANNE: It's, it's gigantic!

JOHN: Aw, there was nothin' to it. I just aimed old "Susy-Q" here, and plop, right at my feet.

WHITE DOVE: And I bring something too. Look!

SARAH: Corn and a pumpkin!

WHITE DOVE: May I help bake pie? I never make before.

ANNE: I'll ask Mama. Why there she is with Peter!

JOHN: Hurry Mother!

WHITE DOVE: Yes, hurry, a surprise!

WHITE DOVE: Look! Look!

PETER: Ooh, a turkey. Oh, John, let me see.

MOTHER: How wonderful! John you're quite a hunter! And, White Dove, I know you must have worked very hard to grow your pumpkin.

WHITE DOVE: Oh, yes, very hard! Please may I help bake pie?

MOTHER: Why, of course, dear. We'll go right home and get to work. But first I'd like to talk to you children. Come Peter.

PETER: What is it, Mama?

MOTHER: I just want to remind you that this feast is not all for fun. We have seen our first harvest in the New World grow tall and bountiful with the help of our friends the Indians. But this was gathered only after death, countless dangers and hard endless work. We are fortunate, but many, many, brave men died so that we could live and prosper here. Now in gratitude to God for the bounty He has bestowed on us, we have set aside this day of thanksgiving. All who celebrate it will rejoice and give thanks to God for all the blessings they have received during the past year. You children, too, should be thinking of this and offering up your thanksgiving to the heavenly Father.

JOHN: You're right, Mama.

MOTHER: I must be going now. But

remember my advice and do think about it.

ANNE: Good-by, Mama.

JOHN: Sarah, why don't we take one leaf for each of our blessings and burn them in thanks.

SARAH: That's a wonderful idea, John. My first is that we're all alive and together in this wonderful land.

ANNE: And mine—for the beautiful forests and trees, which make our homes.

JOHN: Mine—for the birds and animals providing food for the settlers.

WHITE DOVE: And I—I am so happy for everything—the sun, the moon, the stars, this land, and most of all, I am thankful for you, my very best friends.

SARAH: Dear Father, please accept our humble thanks today for each and every gift you have bestowed on us this year. Our gratitude is boundless as we praise and glorify your Name, through Christ, our Lord, Amen.

For the kindergarten

Holiday "Finger plays"

CHRISTMAS

Down the chimney comes Santa
[make hoop with one arm and bring other hand through hoop].

With a pack so big and round.

[Make a circle with two hands.]

There's a fiddle there for Daddy.

[make actions for violin].

The best that could be found.

There's a rolling pin for Mother

[rolling motion with both hands].

She said she needed one.

Guess what's there for Jimmy?

[Shake finger.]

A holster and a gun.

[Put hands around waist and make gun with fingers.]

There's a Jack-in-the-box for baby

[Pop thumb out of closed fist].

A jump rope for Marilee

[turn both hands for rope].

But the nicest thing dear Santa brought

Was a bouncing ball for me

[bouncing motions with hands].

By Sister M. Agnes, O.P.

Holy Cross School, Tacoma 7, Wash.

THANKSGIVING

Here is Mr. Turkey

[use closed fist].

And this will be his head

[use thumb of same hand].

See his pretty colored tail

[fingers of the opposite hand stretched up behind turkey].

With feathers, green and red.

Be careful, Mr. Turkey!

[Shake finger.]

Today's Thanksgiving Day.

[Fold hands for prayer.]

If you want to keep on gobbling

[wiggle thumb and first finger].

You'd better run away!

[running actions with fingers].



ACT I

CHARACTERS: four carolers; four boys throwing snowballs; policeman; Miss Molly Thatcher (elderly teacher); John, Stanley (travelers); Patrick (friend of George); George (mysterious stranger).

[Takes place in a residential district of sixteenth-century London. Scenery may include a house front and two lamp posts. Boys singing jolly Christmas Carol are attacked by children throwing snowballs.]

1ST BOY: Watch out! Duck!

2ND BOY: Got you! Right in the nose!

3RD BOY: Don't let them get away! Give it to them!

4TH BOY: Turn about's fair play! Here goes!

2ND BOY: King's X!

3RD BOY: No King's X for you!

[Enter policeman on scene of confusion.]

POLICEMAN: Say there, you young roughnecks. What's all this commotion on the respectable streets of London? [Gets hit with snowball.]

BOYS: Watch out! Oh, No! I'm getting out of here! [Confusion.]

POLICEMAN [catching some and calling out.] Stay right where you are! I know your names, John Staley, Joseph Hans. Stay right where you are, the whole lot of you, or you'll be spending your Christmas in London Tower.

6TH BOY: Come back, fellows, he knows who we are.

POLICEMAN: Now which of you is the ruffian that would dare to hit a policeman? On Christmas Eve, too. Own up to it or I'll take you all to court!

[Boys lower heads, scrape feet in snow.]

6TH BOY: Gosh, Officer, it was I. I'm sorry. I didn't mean to. You just got in front of it!

OFFICER: It'll take a lot of talking to make this bump go away.

[Enter Miss Molly Thatcher, a dignified elderly teacher.]



TEACHER: Gracious, boys, what is the trouble? [All talk at once.] One at a time now. But what's the meaning of this, Officer David Pringle, holding on to the poor lad as if he were a criminal.

POLICEMAN: Now, isn't that just like you, Molly Thatcher, to be standing up for your pupils. But there's no excuse for this, molesting an officer of the crown. Men are losing their heads these days for less.

TEACHER: That's no excuse for you to lose yours. You are one of my pupils who ought to be ashamed of himself. All that's hurt is your pride.

POLICEMAN: Just my pride? Feel this bump!

6TH BOY: I didn't mean to hit him, Miss Thatcher. We were only playing. [All boys agree.]

TEACHER: Hush, lads.

POLICEMAN: You deserve a good beating!

TEACHER: I won't hear of it! Not on Christmas Eve. David, has that bump on your head made you forget the time you put the cow in the headmaster's office? Yes, and the beast stepped on the poor man's toe.

POLICEMAN: Ah, now, Molly. Boys will be boys.

TEACHER: Exactly my point, David. Now let the poor lad go. And to pay his penalty the boys will show you that they can do something well. [Addresses boys.] Come here, lads. [Whisper and agree.]

[Snowball dance follows, policeman and teacher watching.]

POLICEMAN: Wonderful, Molly. Boys haven't changed since I was young, and neither have you.

TEACHER: Then he's pardoned?

POLICEMAN: Well, this time. But mind ya. Don't do it again or I'll handle



By Sister M. Rosula, F.C.S.P.
St. Joseph Academy, Sprague, Wash.

you without mercy. Molly or no Molly.

TEACHER: You're getting cranky in your old age, David, but God love you just the same.

POLICEMAN: Sometimes I wonder if He does. Especially with the kind of work I'm doing tonight.

TEACHER: Working tonight? Why aren't you home with your brood?

POLICEMAN: You know as well as I, Molly, how much Good Queen Bess likes Catholic priests. Well, tonight's Christmas Eve—and their night to prowl.

TEACHER: You mean to say Mass, David.

POLICEMAN: At any rate it's my job to keep on the lookout for them. And the generous bounty on their heads is encouraging. I've always been a practical man!

1ST BOY: What does a priest look like, anyway?

2ND BOY: We wouldn't know. There hasn't been any around for years.

TEACHER: Queen Elizabeth has rid the Isle of them.

3RD BOY: I know what they look like. They wear a long cape with a cross on it.

4TH BOY: Yea, and they speak Latin!

5TH BOY: And if you catch one you get lots of money!

TEACHER: Twenty years ago, they were the most respected men in England. Today they are the most hunted.

POLICEMAN: Sometimes I wonder,

Molly, if you aren't a bit old-fashioned to be a loyal Englishman.

TEACHER: If I am too "old-fashioned" you are the last person I'd let know it. I hear that there's a bounty on Catholics of any size or description.

POLICEMAN: Ah now, Molly, even if you were one of those scoundrels, I wouldn't turn you in.

TEACHER: I wonder! [*Walking off stage while talking to policeman.*]

POLICEMAN: My heart's as good as gold, but business is business. [*Exit Molly and Policeman left.*]

1ST BOY: Why are you chaps so quiet?

3RD BOY: For the same reason you are.

[*Enter Patrick, right wing 1. He comes upstage and quietly stands in the shadows.*]

2ND BOY: Yea, we've gotten into enough trouble for one day.

6TH BOY: Come on fellows, let's go home.

4TH BOY: Merry Christmas, Mister, what you waiting for?

PATRICK: I'm waiting around to make little boys ask questions.

5TH BOY: Which means, it's none of your business, Ed. Come on, let's scam.

1ST BOY: I'll beat you home!

[*Boys start to run to exit, run into John, Stanley, and George, entering from right.*]

STANLEY: Ho, there, lads, watch your step. You'd knock a body over with your wildness.

1ST BOY: Sorry, Mister. Come on you fellows.

JOHN: Run along, you scamps. Your Yule Logs will soon be blazing.

2ND BOY: Let's go while the going's good.

STANLEY: What are the children coming to these days. Those little ruffians.

GEORGE: Don't be bothered on Christmas Eve. Soon you'll be warm in your home with your own little ones.

JOHN: And getting back to our conversation. I still insist that you spend Christmas Eve with us. You'll never find a more tempting roast pig than the one my Martha can set before you.

GEORGE: I'm certain that your hospitality would be as welcome as your companionship on this trip has been. Unfortunately, I must refuse.

JOHN: Fortunately, you cannot refuse. I will not take no for an answer.

GEORGE: But John, my friends are to meet me here. I can not go on.

STANLEY: Friends! This late? You probably have missed them since our journey was delayed. Come now.

GEORGE: No, no, I cannot go!

JOHN: You are as stubborn as a mule!

GEORGE: True, my friend, and it will do you no good to wait for a mule to move. But go, and enjoy your Christmas Eve. Godspeed!

STANLEY: If you fall asleep in the snow and freeze, your Christmas won't be so merry.

GEORGE: Have no fear. My friends will come.

[*Exit Stanley and John. Patrick advances from shadows at side of stage, and approaches George.*]

PATRICK: "May the Christmas Star shine upon you."

GEORGE: "And upon all of your loved ones." Yes, I know the password. But, is this my old friend Patrick Casey? It's worth coming all the way from France to hear that voice again.

PATRICK: When I heard that you were coming back, George, I knew that I must be the one to greet you. Ah, but you have aged. Your hair has greyed since we traveled the whole of England as minstrels.

GEORGE: Much has happened. Too much has happened. But now, no place for sadness on Christmas Eve. Take me to my people that Christ may be born again this Eve.

PATRICK: You are late.

GEORGE: The weather was bad crossing the channel.

PATRICK: Our plans had to be changed. Now that I have seen you I must go to the men alone.

GEORGE: Let me go with you.

PATRICK: Now, wouldn't that be grand! Patrick Casey, a "suspect," boldly walking down the streets of London with a stranger, who looks suspiciously like George Carroll. . . . And with the police rather suspecting that the likes of you might be in town. Why don't we walk up to London Tower and beg them to chop off our heads.

GEORGE: Patrick, my friend, you haven't lost one particle of your power of persuasion. I'll stay. I'm rather attached to this neck of mine.

PATRICK: Just see that you stay attached to it. Stay here until I return. You're tired and cold. I'm sorry I can't do better by you, George.

GEORGE: Don't worry about me. Patrick. Just don't forget me.

[*Exit Patrick. George leans against the lamp post, starts to drowse.*]

GEORGE [*to self*]: Wake up. George Carroll. Good old Patrick. To think that not many Christmases ago we were entertaining the King Himself. But

politics changes — and with it, so many things. [*Falls asleep murmuring "Times have changed."*]

ACT II

Scene I

CHARACTERS: King, Queen; Walter, Francis (courtiers); Grace, Claire (Ladies of the Court); Young George (Favorite Minstrel); Scottish Dancers and Ambassador; Rhythm Band.

[*Change in lighting indicates that this scene is a dream recalling memories 20 years in the past. The King and Queen are on their thrones, surrounded by their court. George still sleeps by lamp post in the shadows.*]

KING: What time is it? Would the entertainment be late on Christmas Eve?

WALTER: It is only ten to seven your Majesty.

QUEEN: We are the ones who are early. Indeed His Majesty hardly gave me time to get my wig on straight.

GRACE: His Majesty anxiously awaits the entertainment.

QUEEN: His Majesty overanxiously awaits the entertainment.

KING: My Lady, you enjoy George as much as I. Have but the simplicity to admit it.

CLAIRE: Simplicity is not the virtue proper to a Queen.

KING: What do you say to that, Walter?

WALTER: A virtue which is proper for the Queen of Heaven is also proper for the Queen of England.

KING: Ah, Walter, you never fail me!

FRANCIS: Before the evening's program the most worthy ambassador of Scotland prevails upon you to accept his country's Christmas wishes.

KING: Must we mix politics with pleasure even on Christmas Eve. [*Sighs.*] Send him in.

WALTER [*goes to look out*]: It appears that the Scottish Ambassador has brought all the little Scots along with him.

FRANCIS: Announcing his exalted Lordship, Graham McGregor.

MCGREGOR: On behalf of your loyal subjects in Scotland I beg you to accept our sincere wishes for a Merry Christmas and a Happy New Year. But let these greetings be extended in a way that befits your jovial disposition — through the dance. [*Ambassador claps hands.*]

[*Scottish dancers do "Highland Fling" or similar dance.*]

QUEEN: Charming, was it not your Majesty? [*All agree.*]

CLAIRE: Scotland may well be proud of her talent.

KING: It would be a tremendous improvement if more of our diplomatic relations were carried on in such a fashion.

GRACE: The Scots were every bit as delightful as George's troop.

KING: Where is George?

GEORGE [*enters with a handspring. In this scene George is younger than in previous scene*]: Right here, Your Majesty. What do you desire? Your wish is my command. Would you have the moon turned to green cheese or would you settle for the capers of the best band in all of England?

QUEEN: He makes up in charm for what he lacks in punctuality.

KING: Charm! Bah! Blarney is the word!

QUEEN: Your Majesty seems to find it captivating.

GEORGE: And would your Majesty consider it prudent to bring in the English to outshine the Scots. Now would that be diplomatic?

KING: Diplomacy! Politics! That is all one hears these days.

WALTER: You are too wise for a fool, George.

GEORGE: A wise fool is better than no fool.

KING: Let me assure you, George, that in a court as exalted as ours there is never any shortage of fools.

QUEEN: Your Majesty is forgetting himself.

KING: I can't think of any person that I'd like more to forget. But Come, George—

GEORGE: That is my name, your Majesty!

KING: Your band!

GEORGE [*Bowing*]: At your service. [*Rhythm band performs.*]

KING: Wonderful! Wonderful! What would I ever do without you!

GEORGE: Your Excellency will soon have to do without me.

KING: You're joking!

CLAIRE: I don't like that type of joke.

GEORGE: Your Majesties, I have waited as long as possible but now I must tell you. I leave tomorrow, Christmas Day, for France.

KING: I won't hear of this nonsense. You can't leave! I forbid it!

QUEEN: France! Would you go to serve the King of France?

GEORGE: Not the King of France.

My Lady, but the King of the King of France.

KING: This is no time for riddles.

GEORGE: Your life is politics, your Majesty. The King of Kings has called me to the life of religion.

KING: Religion! What monastery would have you! Jesters do not belong in the cloister. What order would dare take you?

GEORGE: The Jesuits are brave. Your Majesty. They have accepted me not as a monk but as a candidate for the priesthood.

WALTER: But why France? There are seminaries in England.

GEORGE: The Jesuits' closest novitiate is in France, Your Majesty.

KING: If you wish to be a priest, and if the Bishops will have you, you may. But you must not leave English soil.

GEORGE: When Your Majesty's King as well as mine calls me to France, will I not obey? I must obey God rather than man.

QUEEN: He speaks bravely.

KING: And he speaks truthfully. I would stand between you and any other monarch, but I cannot stand between you and God. You have my blessing.

WALTER: When will you return?

GEORGE: It will not be before fourteen years have lapsed, if then.

WALTER: Times change in fourteen years.

Scene II

CHARACTERS: Father George; Christmas Star Dancers; Carolers; Mother. Father, two children.

[*Stage setting as for Act I. Empty stage but lighting changes to indicate change of dream. George still sleeps by lamp post. Enter Christmas Star Dancers. They give the password in chorus.*]

DANCERS: "May the Christmas Star shine upon you."

GEORGE: What is this? Where is the palace? Where is the King?

DANCERS [*in chorus*]: Rest gently. Father, That dream was but a trip into the past, From which you've fled at last, at last.

GEORGE: Why do you call me Father? How do you know?

DANCERS: Sleep softly, Father, Your secret we only know, Because God told us so, He told us so.

GEORGE: Who are you little ones?

DANCERS: Dream sweetly, Father. We're angels of the Christmas Star. We bring you peace no fear can mar, no fear can mar.

GEORGE: So I have found the Christmas Star.

[*Christmas Star Dancers do dance.*]

GEORGE: Wait, don't go.

DANCERS: Wake quickly, Father, Sleep will veil reality no more, The Christ Child brings the cross He bore, the cross He bore.

[*Exit Dancers. Momentary darkness on stage. George calls, "Wait, Wait!" Lights go on. George is still lying in snow saying "Wait!" in his sleep. Enter Carolers who awaken George. They sing in front of house. Light goes on in house and door opens. Children pass out candy to the Carolers.*]

CAROLERS: Merry Christmas to you all.

GIRL: Sing some more pretty songs.

MOTHER [*in doorway*]: They must move on, dear, and make other hearts glad.

GIRL: May I go too?

FATHER: Later, Patsy. [*To carolers.*] God bless you each and every one, and may He grant you a Joyful New Year.

[*Carolers continue talking and laughing until door is closed. Then they stroll by George, now fully awake, and say in chorus.*]

CAROLERS: May the Christmas Star shine upon you.

GEORGE: And upon your loved ones. Thank God, you've come.

1ST CAROLER: Patrick sent us. Come, Father, you're nearly frozen.

2ND CAROLER: How we've waited for your coming, Father.

3RD CAROLER: No time for chatter, the hour is late. It is nearly midnight.

GEORGE: Is everything ready?

4TH C.: Everything has been ready for years, Father.

2ND C.: Move into the crowd. You'll not be noticed.

[*Exit group singing Christmas Carols as curtain falls.*]

ACT III

Concluding Tableau:

[*Curtain opens as priest (George) is saying Mass in cave. Above the altar is a crib with life-size statues. As the curtains open the choir (formerly carolers) are singing the "Sanctus" and the priest is approaching the consecration. Two carolers are servers. All is hushed as the bell rings for the consecration. As the host is elevated over the priest's head, Mary leans down and places the Christ Child in the priest's hands. Curtain closes. Traditional Christmas carols may be used throughout the tableau as desired.*]



— G. C. Harmon

CHARACTERS: Joseph, Mary, and The Child; Joas, Ruth, and their son.

[Off stage: Voices are heard singing:]

Angels' voices from above
Sing tonight of peace and love;
They will bring to each leal soul,
Heaven's brightest aureole.

EPISODE I

[The curtains part and discover a room in a poor, humble cottage near Bethlehem. It is nightfall.]

RUTH [bending over the crib where her infant lies]: He seems no better. Joas. His fever is very high. I fear our darling is dying. What shall we do? God of Abraham and Isaac, restore him to us. [She weeps. Joas comes over to her and puts his arms around her.]

JOAS: Why should this befall us? We have done nothing to deserve this. Our only child, the pride of our life upon whom we had placed all our hopes for the future. We had looked forward to him being the staff of our declining years. And now he is ill unto death. Why has God allowed this to happen to us? I cannot understand.

RUTH: Hush! Do not speak thus. We must hope and pray and trust in God. [Sobbing.] But our dear one is so ill.

[There is a knocking at the door.] Who can this be? The hour grows late and all good people are within at their evening meal. [The knock is repeated.]

JOAS: I'll go and see. [He goes to the door and opens it and finds an elderly man with a young woman bearing a child in her arms.] What can I do for you?

JOSEPH: May we come in? We heard in the village that your son is very ill. We thought we might be of some help.

A Miracle Play

The Lord Passeth By

By Rev. Charles J. Quirk, S.J.

Loyola University, New Orleans 18, La.

MARY: Yes, we thought we might be of some help.

RUTH: Have you any special medicine which you could give us to stay this terrible fever which is killing our boy?

MARY: May I sit by the crib and let my Child bless your little one? [She does not wait for permission but takes the Child Jesus, who smiling bends over the crib and makes a little sign as of a cross upon the sick child. During all this and at the moment of the entry of the Holy Family, a soft golden radiance has suffused the whole room.]

MARY: Come and look at your loved one. He is much better and his health will improve with time. Come, good friends, and see for yourselves. [Joas and his wife rush over to the crib and bend over it.]

RUTH [feeling the child's forehead.] Why the fever is completely gone! He seems now in perfect health. Why, look! he is even smiling! [She rises to her feet completely dumfounded. For a moment she and her husband are unable to speak.] He is cured! God of Abraham and Moses, he is saved!

JOSEPH: Such is the will of God. We are happy to have been of some service to you, good friends. Come, Mary, our work is done. [Joas and Ruth fall upon their knees.]

JOAS: Who are you? What great power have you to do such great thing?

RUTH: Yes, yes, who are you? [She stretches her arms toward them.] And your Child?

JOSEPH: We are just neighbors, good people, and wanted to be of some service to you.

MARY: Yes, to all good people we wish to be of service. [She holds the Divine Child in her arms who bends over to bless the kneeling couple. She and Joseph open the door and pass through.]

[Off stage:]

Thus do Mary and her Child,
Bring their gifts to all who love,
Who would live life undefiled
Till they meet in heaven above.

[The curtains close slowly.]

[Interval of five minutes.]

[Off stage:]

Go ye forward, happy ones,
Angels guide ye on your way.
You who guard the Holy Child,
Ever blest both night and day.

EPISODE II

[The home of the Holy Family in Bethlehem. Midnight of the next day.]

JOSEPH [rising from a small cot where he was sleeping, he goes over to a corner of the room and awakens Mary who is sleeping with the Divine Child]: Mary, wake up.

MARY [our Lady gets up from the cot, after covering up the Divine Child at her side]: Yes, Joseph, what has happened?

JOSEPH: An angel has just appeared to me in a dream and has told me that we must flee at once into Egypt, as Herod seeks the life of the Child. No time is to be lost. We must go at once. Can you be ready shortly for the journey? I'll bring the donkey around to the door.

MARY: Yes, I will be ready.

JOSEPH [going toward the door.] I was just thinking about the little one Jesus cured. Poor little child he will not have much longer to live. Herod's soldiers will slay him. I feel deeply for his parents and all those other fathers and mothers who will lose their dear ones.

MARY: Yes, it is all very sad. But God will let them know that their children are martyrs, dying for the newborn Savior.

JOSEPH: Truly not only dying for the Savior but also dying in His place. What a glorious martyrdom!

MARY: A glorious martyrdom indeed! Blessed be God! [And going over to the cot, she picks up the sleeping Child.]

[Off stage:]

Blessed be each little Child,
Whose blood is freely given,
He will have heaven's brightest toys
In the halls of heaven,
[The curtains close slowly.]

God's Holy Ways

By Sister M. James R.S.M.

Directress of CCD, Sisters of Mercy, Portland, Me.

SCENE: A deserted hillside in Bethlehem. Trees are banked around a darkened cave in the rear-center of the stage. Hay is scattered about with a heap near the entrance to the cave. Dim lighting throughout. The angels wear flashlights fastened in sashes lighting their faces. Or these may be concealed in crowns.

TIME: Christmas Eve, about an hour before midnight.

CAST: Michael, Raphael, two angels, Gabriel, Mary, Joseph.

SCENE I

[Enter Archangel Michael from left. He walks slowly around inspecting the setting, then steps to the right front, raises arms and speaks.]

MICHAEL [exultantly]: Oh, all ye creatures fashioned by the will of Him I serve, praise ye the Lord tonight with your whole power! Ye stars [points upward] shine down, and pale not at His wondrous Light! [Steps back and moves his arms toward the trees.] Look up to God, ye trees, stand strong and proud this eve! [Waves arms in motion of wind.] All ye winds of earth, now blow . . . and do not hold your breath! [Gestures toward cave.] Be true to thine own fashioning. O cave, hold thy poverty in close embrace, and to thy silent creaturehood be true. [Steps front, points down.] And thou, O earth, be hard and firm, and do not tremble at the footsteps of the Queen! . . . The time has nearly come. Serve ye all tonight with your whole power! [He now faces full front, draws sword, swings it in half-circle to point heavenward, and cries]:

"Who is like God?"

[Refrain from off stage, impetuous and full]:

There is no one like unto our God in Power — in Majesty — in Love! Holy, Holy, Holy.

[Enter Archangel Raphael attended by two angels.]

RAPHAEL [bowing]: All Hail, O noble Michael!

MICHAEL: Hail, Raphael!

ANGEL 1: [crossing to Michael, kneeling on one knee with hands clasped]: O Michael, the time is nearly come! What does the Almighty want of us, His Angels?

ANGEL 2: Our services await but thy command.

MICHAEL: Tonight there is a pause in all of heaven [points]. . . . We can best serve by waiting for His hour. Stand ye here with me and guard, for soon will be the birth hour of our King!

ANGEL 2: Gladly will we wait! [Angels kneel at door of cave.]

RAPHAEL: Prince of Angels, as our God has made my work to be of helpfulness to traveling men, wilt thou not bid me to hasten off to brighten up the pathway of our Queen? Ah, I do long to bear her up and keep her from the weariness of travel! [Crosses stage.] I yearn to pave Her way with softest clouds that she may tread on them.

MICHAEL: Great Raphael! Hast thou forgotten that our God has sent to her a surer guide?

ANGEL 1: He speaks of Joseph.

MICHAEL: Aye! Chosen from the endless days of all beginnings; this is the mighty reason for his birth. Joseph guides the Queen of Angels on her way.

RAPHAEL: So be it. [Takes his place beside Michael.]

ANGEL 2: Praise be to God who has made this man so great.

RAPHAEL: An angel well might tremble as he served so great a Queen; to Joseph this tremendous task is given.

MICHAEL: "Who is like God?" [Same action as first time throughout. All angels on stage point straight up until "Holy, holy, etc." then they, except Michael, cross hands on breast and bow profoundly.]

Refrain. [Enter Archangel Gabriel . . . bows.]

GABRIEL: Hail, Michael, Prince of Angels!

MICHAEL: Peace, Gabriel, Messenger to our Queen!

GABRIEL: Hail, brethren of our common choir.

MICHAEL: Stand thou here with us, the happy hour is nigh!

GABRIEL: Glory to our God tonight! Prince Michael, I do haste to bear a word of comfort to our Queen. Harsh words have fallen on Her ears . . . the keeper of the inn has filled them with the echo of "no room." I go to whisper that all Heaven is her home. [Starts off.]

MICHAEL [quickly]: One human voice already offers comfort. [Gabriel turns.] Yes, there is one whose strong sure presence by her side does calm our Queen with love's security. Thy place, dear Gabriel, is filled tonight, and over-filled, for Joseph's human strength is better solace for her human fears . . . and Joseph is her spouse!

GABRIEL: Full of grace she is. Ah, Joseph, guard Her well.

ANGEL 1: Stand here, dear Gabriel, the hour draws nigh.

RAPHAEL: God has so loved the world! In this He shows a wondrous love, tonight men see His ways.

(Concluded on next page)



— G. C. Harmon

Bethlehem — City of Bread

GABRIEL: His Holy Ways!
MICHAEL: Behold, O Sons of Men,
the Ways of God!

ANGEL 1: He chooses poverty for
Himself and for His Mother.

RAPHAEL: He would Himself be the
riches of your heart.

ANGEL 2: He chooses suffering and
loneliness . . .

GABRIEL: Love is fed by sacrifice.

RAPHAEL: He chooses a cold dark
cave, for the flames of His great Love
are bright and warm.

GABRIEL: He chooses Joseph that he
may guard His Treasures, for mightily
He loves the sons of men!

ANGEL 1: Soon, soon, . . . we shall
adore the Son of God made man.

MICHAEL: It is decreed! Joseph shall
be first after the Mother-Queen, then
we shall adore!

"Who is like to God?"

[Refrain — Curtain.]

SCENE II

[The same as Scene I . . . lonely and
silent. Enter Joseph and Mary. Our

Lady leans lightly on his arm. Joseph
carries a lantern in one hand and an axe
over the other shoulder. They walk
slowly in from right while choir hums
the "Expectation Hymn." Joseph lifts
lantern and speaks.]

JOSEPH: Yes, my Lady, this is the
place! [He puts his things down, swings
off the cloak and covers the mound of
hay with it.] Rest here, my Lady Mary,
while I go look inside. [He seats our
Lady, lays his hand on her shoulder. . . .]
Thou wilt not fear, Mary?

MARY: When thou art near. Joseph,
I am safe.

[Joseph lifts the lantern high and
enters the cave. He can be seen mov-
ing hay around. Our Lady sits quietly
with head bowed . . . then looks up as
choir sings first verse of hymn . . .
"Like the Dawning of the Morning."
Joseph comes out, helps Mary to rise,
they look up.]

JOSEPH: The stars shine on you to-
night, my Lady Mary!

MARY [raising her arms]: They shine
for Him!

[Mary turns into the cave. Joseph
fastens his cloak over the entrance,
takes up the axe, looks thoughtfully at
stars and goes off to cut wood. Silence
for a minute, the sound of wood being
chopped. Then the spotlight goes on
inside the cave, the angels take their
places on stage humming "Silent Night."
Joseph comes with a bundle of wood
over his shoulder, stops short upon
seeing the lighted cave . . . throws
down wood and runs to cave, flinging
cloak over the top. Mary is kneeling
beside the manger in full light. Joseph
drops to his knees . . . the angels kneel,
except Michael who stands with hand
on sword. One of the angels may sing
"Sleep Holy Babe." The choir sings
"Silent Night." At first verse, Joseph
draws nearer, kneels again, and kisses
the Infant's Feet. At second verse Mary
stands, receives the Child from Joseph,
and raises Him in benediction over
people. While the choir is still singing,
Michael cries:]

MICHAEL: Who is like to God?

[Refrain — Curtain.]

A Christmas ABC Book

By Sister M. Anton, S.C.L.

St. Ann School, Prairie Village, Kans.

CHARACTERS: 2 angels, 10 primary
children, Blessed Virgin, St. Joseph.

[Two angels step in front of the
curtain. One begins to sniff.]

ANGEL I: Don't you like the smell
of all those Christmas trees down on
earth now?

ANGEL II: Yes. I do. The people
down there are really celebrating the
season, but —

ANGEL I: But what?

ANGEL II: Well, wouldn't it be won-
derful if more people knew the true
meaning of Christmas. Most of them
seem to think that it's their birthday,
not Christ's.

ANGEL I: You mustn't talk about
the earthlings like that. Why I know of
one group that has been planning their
gifts for the Christ Child for weeks.

ANGEL II: Really? Well, I'd certainly
like to meet these people. Who are
they?

ANGEL I: Well, they're not exactly
grown-up people yet, but they will be
some day. They are what you might
call — students.

ANGEL II: How do you know them
so well?

ANGEL I: Being a guardian angel for
one of them has made me know them
very well. Wait! Just let me show you
what I mean.

[The curtain rises. On a platform is
the Bethlehem pageant. An "angel"
choir surrounds them. ANGELS I and II
step to the side. The choir sings "O
Come Let Us Adore Him," followed
by "You Dear Little Children." After
this the choir hums and ten small chil-
dren walk on stage. The boy leading
carries a large piece of cardboard folded
like a book. The other nine carry
placards, each with one word printed
in black. The initial letter of each word
is much larger and in red. The children

kneel in a semi-circle at the base of
the platform, until it is their turn to
address the Infant. The children sing
"Happy Birthday, Dear Jesus."]

FIRST CHILD: Happy birthday, Baby
Jesus. We're the first grade and we've
come early to give you the best gift we
have.

ANGEL II: But what's that big book
you have there?

FIRST CHILD: This is the ABC Book
we're going to give to Jesus. We've
learned the meaning of a lot of big
words since we started school.

ANGEL I: But why give Jesus a book?

FIRST CHILD: The words in this book
are just for Jesus, that's why.

ANGEL I: Why don't we keep still
for a while and listen to them.

[FIRST CHILD mounts the platform
and holds up the book for all to see.]

FIRST CHILD: Baby Jesus, we're
going to put some special words in
here just for You. It'll be your Christ-
mas reader, and next year when you're
looking for love, you can find it right
in this book.

[SECOND CHILD mounts the steps
and fits his placard into the slot in the

open book. He then gives the definition of his word and returns to his place. Each child does this in turn.]

SECOND CHILD: Charity begins with C. Sister told us that Charity is love. Jesus, I give you all the love in my heart.

THIRD CHILD: Happiness begins with H. This year I've learned that real happiness comes from helping others. Most of all, I want to help You, Jesus.

FOURTH CHILD: Reverence is a very big word. But I know what it means to be reverent when I pray. It means to talk to You, Jesus, with my whole heart. For the rest of my life, I promise to try not to look around in church or whisper and poke people.

FIFTH CHILD: Innocence is a word I don't understand too well, Jesus, but it must be pretty important to have it. Sister said that if we ever lose it, we would not be Your friends any more. I'm going to give it to You to keep for me. Then that way I'll never lose it.

SIXTH CHILD: Sacrifice is the word that I'm giving to you, Jesus. This year I learned to sacrifice for you by putting away my toys, eating beans and other things I don't like, and giving my candy money to the pagan babies.

SEVENTH CHILD: Truthfulness fits right in here Jesus. This means to tell your mother and dad exactly what happened even if they'll say "No t.v." Jesus, when I feel like telling a lie, I won't because I love You.

EIGHTH CHILD: My word is Mass, Jesus. Our catechism says that You are present on the altar at every Mass, so I'm going to be with You as much as possible.

NINTH CHILD [*very small child*]: My word is Little, like me, Jesus, but it has a very big meaning. I mean to give you all of my *life*—my fun, my work and my prayers.

TENTH CHILD: My word is self, Jesus. It stands for me. It isn't a fancy word like most of the others but I give to You just what I have—myself. You can do with me as you please, Jesus.

FIRST CHILD: [*Closes book, gives it to the Blessed Mother. She smiles and turns to the Infant*]. We don't have many words in Your book this year Jesus, but it's as much as we know. We promise you that each year we will come back and give you more and more of something that spells the real meaning of Christmas.

[FIRST CHILD *kneels. The angels and children sing, "Dear Little Jesus."*]

Looking at the World through Christmas Windows

By Sister M. Julian, O.P.

Nativity of the B.V.M. School, Menominee, Ill.

■ The story of the first Christmas, part of every child's life, presents many stimulating possibilities for art correlation in the classroom of an elementary school. Among these are chalk drawing, paper cutouts, craft work, and—painted windows.

What excitement the children displayed when we first discussed painting windows! We had four wide picture windows in our classroom, Bon Ami, tempera paint, water, brushes, and much enthusiasm. After deciding on our topics and doing some preliminary sketches, we were ready to start the window art work. Our aim, similar to that of old time and contemporary artists, to set down on some media the eternal beauty of the first Christmas.

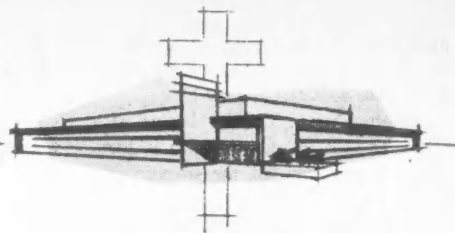
Pairs of boys and girls drew the pictures—the Shepherds, the Magi, the Nativity, and a church to represent us using a piece of cloth over a finger to form a pencil. The cloth had been moistened with water and rubbed on Bon Ami. If a mistake was made, it could easily be wiped away and a fresh drawing made. The "oohs" and "aahs" proved there was no boredom in this work. Every new area was an exciting experience. As each sketch in Bon Ami was finished, we outlined every figure in black tempera paint.

How did we get the colors we wanted? Well, some tempera colors came already mixed for those who had primary colors in mind. Others mixed colors to obtain the desired effect. Everyone realized that we had to exercise extreme care when working with colored tempera on large windows. The outside light makes tempera achieve a different color than the light from inside the classroom. Through the constructive criticism of the whole class, the children arrived at a variety of wonderful color.

Since young adults enjoy art work, this gave them the opportunity to try it in a different medium. Those who might have been inhibited in another activity simply forgot themselves in a large glass space, the power to rub out mistakes, and an appreciative audience. In the sunlight or by spotlight at night these painted panels now enhance the seventh and eighth grade classroom. They spread a Christmas spirit throughout the neighborhood. When our children now see a large painting, it has much more interest for them than ever before—and the pleasure of investigating a completely new medium provided a new challenge for them and the teacher!

Two of the Christmas windows "painted" by the class.





PAPERBACKS: A NEW TREND IN HIGH SCHOOL LITERATURE

By Tad W. Guzie, S.J.

Creighton Preparatory School, Omaha 14, Nebr.

■ Taste in reading is very much like taste in eating. Once one has acquired a basic reading skill, his literary tastes develop under many influences. One person may savor the heavy richness of psychological novels, while the old-world flavor of historical fiction piques another's palate. An American best seller will rarely enthuse the reading public of India, and what appealed to late Victorians may cloy a modern American appetite. Finally, the colorfulness and excitement of a good adventure story will, like a banana split, strike a young person's fancy much more than profounder works whose subtleties are too delicate for immature tastes.

Our Reading Problem

Thus, a work can be objectively good, and still a person may legitimately assert that he does not care for it. This may be evident to an adult whose literary tastes have been formed and well rounded. However, when we teach high school students, we are inclined to tell them what they should and should not like. True, young people surely need instruction in the canons of literary judgment. But such judgment cannot be forced on them, any more than one can be coerced to like certain foods. Forced judgment is what a process of indoctrination seeks; true learning is a matter of *personal* assents to life and reality, whether that reality be literary or mathematical, scientific or historical or religious. And hence, the teacher's challenge is to lead his students to sound judgments, in such a way that the judgments are really the pupil's own.

Since a reading program is an instrument of learning, it will have to raise a student's tastes, enabling him to progress in literary appreciation. But because learning is as personal a process as digesting one's food, a reading pro-

gram must recognize and found itself on a pupil's present interests and level of experience. Thus, distinctively adult problems or novels built on conflicts of a sort never experienced by a sixteen-year-old will be boring if not thoroughly meaningless reading. And the whole question is further complicated by the fact that not many high school students will read even those books which they are capable of understanding and enjoying.

Proper instruction in the use of the library is often looked upon as the solution to this problem. It is true that some students, once they are made aware of the many interesting things contained in a library, will become intrigued with books and start reading on their own. However, any teacher or librarian will admit that, unfortunately, the mere presence of a good library and knowledge of how to use it does not get very many students into the *habit of reading books*. And this habit is necessary if one's tastes are to be raised gradually to the level of more difficult literary works.

A paperback program is especially well suited to handling these various problems. Conducted throughout the four years of high school and integrated with existing English or literature courses, such a program can (1) get a student into the habit of reading books; (2) lead him to books written on a par with his maturity and level of experience; and (3) raise his tastes to the level of more difficult literature sooner than many teachers might believe possible.

Paperbacks in the Classroom

An effective paperback program consists essentially of two educational "services." First and most obviously, books available in paperbound editions supplement a regular English or literature course. (A very large number of

foreign classics, both ancient and modern, are available in paperbacks, and there is often a large selection of editions from which to choose. Hence, the remarks made here will be readily adaptable to courses in foreign language and literature.) The average literature course generally includes a selection of short stories, essays, poetry, perhaps some longer narrative poetry, and a novel or two. These works are intended primarily for *analysis* — to acquaint students with literary types, styles of writing, and the history of literature. Such analysis is certainly necessary, for a person must learn how to read carefully and critically if he is to progress beyond the Sunday-supplement stage. And even though a student may eventually forget details of history or of literary devices or figures of speech, a more or less developed habit of *careful* reading can remain from such study: he will continue to know what it is he is reading, and he will know where to put it in his mental framework of things literary.

But analysis, precisely because it takes time, does not provide the student with a very wide reading background. Evidence of this is seen in the fact that all the literature textbooks used in four years of high school cover very little space on a bookshelf. Now, it is necessary to insist once again that literary analysis is very important and that quantity is no criterion of learning. The point here is that analysis, like the presence of a good library, rarely gets a student into the habit of reading books.

Thus, the careful chewing and digesting of some literary works is profitably balanced by wolfing down a good number of other books. A wide reading program of this sort puts one's reading skills into operation and thus can develop them; it supplies students with information and vicarious experiences

of life that they would not otherwise have had at that time; and it takes away some of the drudgery of analytic study by providing pupils with materials upon which they use — perhaps subconsciously but still actually — the habits developed through analytic study of other literature. By “wide reading program” is meant from eight to a dozen books a year over and above the ordinary required matter. One class period devoted to discussion of the book after it has been read will enable the teacher to sketch salient points.

Paperbacks vs. Library Books

But why paperbacks? Once again, is not the school library sufficient for the purposes just discussed? One answer to this question takes account of that humorous but nonetheless very real situation in which a student who has not read the book he chose from some reading list hands in a report to a teacher who has not read the book either. This will often be the case when books assigned for general reading experience, and not standard classics, are in question. But when paperbacks are assigned, an entire class can read the same book. And since the purpose of a wide reading program is simply *reading*, the teacher can check on the reading with a simple factual test rather than through requiring a report. Ten good multiple-choice questions are generally sufficient for this purpose. If this short test includes events or character motives or facts which are readily recognizable by anyone who has read the book but which no one would think to include in a synopsis or comic-book version of the plot, it will be immediately obvious who has not done the required reading.

Second, when the same book is assigned to a whole class, the teacher can make certain that in the course of a year the students read a good variety of books. Novels of adventure and romance, historical fiction and non-fiction, literary journalism, books on social or political or economic problems, even good westerns or sports or detective stories — these are only a few of the areas from which selections can be made. Recall, however, that we are here trying to get our students into the habit of reading books — not necessarily reading difficult books, or reading them with a highly critical eye; these matters are handled elsewhere in the course. Hence, the books chosen for our present purpose should be books the students generally will like. Only the

individual teacher, of course, can judge what his or her students will be likely to enjoy.

Initiate Reading Habits

But — and this is a most significant point — through such a program soon each pupil will come to know what types of books he does and does not enjoy. At the beginning of the year, for instance, a certain boy knows only that, if he *must* read a book, he may as well read a sports story since he knows he likes these. But after a semester or two of wide and varied reading, he discovers that he does not care too much for westerns or biography and that he does like short stories, historical novels, and certain nonfiction dealing with problems like communism. With this positive knowledge and experience, we have the beginning of a real reading habit. For, given the opportunity, our young fellow can select a book for himself.

As a result of a paperback program, then, a student may be *able* to select books for himself. But *will* he actually read books on his own without their being assigned?

Many teachers who have incorporated a paperback program into their literature courses have been quite surprised at repeated remarks of parents, such as: “What have you done to Jack? He never used to read anything but the funnies. Now he reads the magazines we get at home, and sometimes even takes things from the living-room bookshelf and reads them.” The fact that *many* parents make such remarks, all pointing to a really new interest in reading, shows that there is more here than mere coincidence or parental attempts at flattering the teacher. The teacher’s amazement at this phenomenon is eventually equaled by amazement at the simple fact that explains the phenomenon: A habit of reading books is formed by reading interesting books. In the last analysis, this is all that can be said.

The Paperback Bookstore

Choosing books suited to the students’ interests and level of experience thus goes hand in hand with fostering a habit of reading books; and these are two of the goals of a psychologically sound reading program. However, we mentioned that an effective paperback program involves a second service, in addition to the classroom use just discussed. This second aspect of the program is educationally unique.

In some schools, the students are charged a reading fee at the beginning of the school year, and this fee will cover the cost of all the paperbacks that will be used in the course of the year. Then, as each book is assigned, the teacher distributes copies in class. However, it has been found more valuable to have the students get the books for themselves, paying for them one by one, in a room where the books are displayed on revolving wire racks or open shelves. This “paperback bookstore” is set up in such a way that students can enter and browse. The assigned books, in fact, need not even be displayed. The important thing is that the racks include a broad selection of paperbacks that may be interesting to the high-schooler — from books on good golfing to books on satellites and rockets, from light and easy fiction to the classics of literature. Teachers have been amazed at the number of students who drop in merely to buy an assigned paperback but who leave with one or two other books in hand. A good number of pupils, in fact, become interested in building up a paperback library of their own. Toward the end of May we conducted a kind of “clearance sale” at our school. The bookstore was swamped, and we were surprised at the number of students who plunked a few dollars on the counter and said, “Give me some books for the summer.”

(Continued on page 34)



A paperback bookstore.



HURRAY FOR BOOKS

NATIONAL CHILDREN'S BOOK WEEK: November 13-19, 1960

Sponsored by The Children's Book Council, 175 Fifth Ave., New York 10, N. Y.

Getting Into the Classics

The problem of teaching the more difficult literary classics—or, to put this more prosaically, books that high-school students *ought* to read but which in fact they rarely *want* to read—is minimized considerably by the paperback program. The basic requisites for handling finer literature are sufficient experience with reading and maturity adequate to understand, at least fundamentally, what the author is saying. The broad reading experience that a paperback program provides, in its function of supplementing analytic literary work, meets the first requisite. The student has developed his reading skills through extra reading; but, more important still, the wider experience with books has helped to supply him with a type of maturity which he would probably not otherwise have achieved by that time.

Thus, vicarious experience with simpler adult situations—experience achieved, let us say, in the first few years of high school—has prepared the student to meet the more complex situations presented in our literary classics. And he will meet them with considerably more understanding than might well have been the case in the absence of a paperback program.

The year when the paperback program was introduced into his school, one teacher was instructing several sophomore and junior classes in English literature. Homogeneous grouping was used in the school, and two of his classes, one sophomore and one junior, were equivalent. When about half of the second semester was completed, the teacher discovered that his sophomore class was at that time more advanced literarily than his junior class had been at the beginning of the year. Moreover, he found that he could as-

sign to his sophomore class toward the end of the year books which he could not have presumed to give to his juniors until the end of the first semester. In short, with only a year's additional reading as provided by the paperback program, the sophomore class was roughly a semester more advanced in literary maturity than the equivalent junior class.

This same fact has been observed in an analogous way in the type of books purchased in our paperback bookstore. A good number of boys who in September wanted only adventure stories—"something exciting, like a good war story" and of course "not too many pages"—were in May asking for "something a little tougher." The moderator of the bookstore would, depending on the individual, suggest various standard classics—Hawthorne, Melville, the Brontes, even Conrad, Marquand, or some of the Russian greats. Many of those who asked for this harder reading came back for more.

Instituting a Paperback Program

Practical problems that arise in connection with a paperback program can be conveniently discussed in the context of some suggestions which may prove helpful in setting up such a program. The following points are those that have seemed most pertinent, through various schools' actual experience with the program.

Financial Problems

Before students have become accustomed to a paperback program, the expense of buying more books looms before them as a grim spectre. The problem is more apparent than real, however, since most books used by teachers are available for 35 or 50 cents. Hence, a dozen or more paper-

backs can be purchased in the course of the year for the same amount spent on a single textbook at the beginning of the year. Once they are used to the program, students accept this as a matter of course. In order to inform parents of the additional expense, some schools have adopted the practice of adding remarks such as "Various assigned paperbacks in the course of the year" to the list of textbooks sent to the students before school begins.

Informing Parents

The matter of letting parents know of the occasional expense for paperbacks has already been mentioned. Parents will become even more familiar with the program through seeing the books their sons and daughters bring home; and, as we have noted, many parents notice the fruits of the program when their children begin to read other magazines and books around the house. However, further information about the program and its purposes will in many cases prove helpful. There are sometimes a few parents who think of paperbacks in terms of the "dirty books" on the racks at the corner newsstand. Many more will wonder, "Why all the extra reading? We never had all this when we were in school."

Parent-teacher meetings afford an excellent opportunity for explaining the program. Even when an explanation is quite unnecessary—for by far the greater majority of parents trust the teacher's judgment—this information often turns relative indifference about the program into positive support. In some schools, the paperback bookstore is opened and made available to the parents whenever there is a meeting. The effect here is the same as that with the students: men and women enter, browse, buy, and thus bring more books into the home.

Orders and Discounts

There are two ways of obtaining quantities of paperbacks. In a city of any size, there will be local distributors who handle all the paperbacks in print. They will sell quantities of books at the usual educational discount of 20 per cent (though some distributors grant only 10 per cent). In some cases, one may order direct from the publisher at the educational discount; very often, however, you will receive faster service dealing with local distributors and avoid postage or freight charges besides (usually about a penny per book).

If you are planning a paperback bookstore which will handle assorted books in addition to assigned texts, the school can receive a regular trades discount by ordering direct from the publisher. In this case, the size of your first order determines the discount you will receive on all subsequent orders. The larger publishers grant a maximum discount of 36 per cent when the initial order is for 1000 assorted books; your next order may be for only 50 books, but you will still receive the maximum discount, which you have established once and for all with your first order. Books which are not sold can be returned to the companies for full credit. It has been the experience of all the schools who order books in this way that the initial investment is easily covered within a semester, owing to the steady sales that come from assigned books. Some schools with seven or eight hundred students sell from seven to ten thousand books a year.

Hence, in a school of any size, it is not difficult to build up an order of a thousand books, especially from companies like Dell, Pocket Books, Inc., or New American Library, who publish most of the books teachers ordinarily assign. Simply ordering the books that teachers will be using for the next two or three months, plus assorted books for the bookstore racks, will yield an order exceeding 1000 books for each company. But when applying for a trades discount, be sure to inform the publisher that you have a paperback store where assorted books are displayed openly.

The more expensive books (e.g., Penguin, Image, Pelican, Anchor, Meridian, Modern Library, and countless others) can be purchased for a discount of from 35 to 40 per cent from Paper Editions, Inc., 1 Bond Street, New York 12, N. Y. This dis-

count is received whether the school has a paperback bookstore or not. The publishers of Bantam books prefer that you deal with the local distributor.

Books Available

Paperback publishers are becoming more and more interested in high schools and colleges, and many publishers issue booklets of selected titles for high schools. A complete catalog, *Paperbound Books in Print*, is issued quarterly by the R. R. Bowker Co., 62 West 45th Street, New York 36, N. Y. (\$2 per copy or \$6 a year). This catalog lists all books not only according to title and author, but according to subject matter as well. This feature will prove helpful especially to history, religion, science, or math teachers who are interested in assigning occasional extra reading.

As was already mentioned, all of the standard literary classics are available in paperbacks, and there are often many editions from which to select. The "Pocket Library" series published by Pocket Books, Inc., consistently makes these books available at the lowest prices, generally 35 or 50 cents.

Dell publishes a number of excellent abridgments of lengthier classics, usually priced at 50 cents. Paperbacks also offer a large number of excellent anthologies of short stories, dramas, short novels, essays, and poetry. Many of these collections are general, with a broad selection of authors and periods; many others are more specialized, confined to single authors or nations or literary eras.

In short, whether a teacher is interested in easy reading or literary classics, whether he is teaching literary types or specific authors and periods, whether he is teaching literature, art, science, history, religion, or mathematics, he will have few reading needs that cannot be satisfied by paperbacks. And the fact that large selections of books are available at very low cost, to all students in the class as well as to the teacher, makes the paperback program one of the most valuable educational tools in existence today. But these are merely words. The only real proof for this statement is found in trying the program and seeing it in action.

Teach Liturgical Prayer in Your High Schools

By Sister M. Marjorie, S.S.J., M.A.

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■ The Church teaches us through her liturgy. By means of the various seasons and feasts of the year, she provides both mind and heart with the substantial diet of doctrine and inspiration. Daily nourished with this rich food of God's word and the Word of God, countless numbers of her children have achieved and are still achieving the full stature of saints and martyrs.

For this reason, the proponents of the liturgical movement are urging the faithful to a fuller participation and a more enriched appreciation of the Mass. Catholics today are responding with a wholehearted interest, characterized pretty much by that earnest appeal once made by the Ethiopian to the deacon Philip: "Why, how can I (understand), unless someone shows me?"

So it is today with the Mass texts. Without guidance and prayerful preparation, the beauty of these "gems" is not always immediately apparent. Teachers in both elementary and secondary schools may be interested in introducing what we have chosen to call liturgical prayer classes. These classes are held prior to the Sunday Mass or that of a feast if such occurs during the week. The only text needed is the daily missal.

The class procedure is simple and need not take more than fifteen minutes. The teacher gives a short running commentary, which she has previously prepared for each of the Proper parts of the Mass. After her commentary a select group of students chants the text which, in the light of the foregoing commentary, will yield rich treasures

of thought and devotion, before unrecognized. Gradually, the children will themselves learn to make the chants of pure praise their own. They will notice too in the Orations, the wise petitions sent heavenward in Jesus' Name. Aware that the Epistle is a letter from their Father in heaven, they will search for the lessons, warnings, or bits of encouragement directed quite specially to them. For this is God's living word as effective to accomplish great things today as two thousand years ago. In the Gospel they will listen with reverence to Jesus, the master teacher, the highest representative of the Wisemen, expressing profound truths in language that can be understood by the simplest among them.

Such an approach to the Mass can only evoke sincere interest which in turn will lead to an ever deepening love and appreciation. In time the students themselves may be asked to prepare the commentaries. This will provide for them an opportunity for a prayerful penetration into the Scriptural texts.

We offer here sample commentaries to help the interested reader work the liturgical prayer class into her own schedule. Surely any efforts thus expended will bring rich returns to both teacher and students alike.

MASS FOR THE FEAST OF ALL SAINTS

Introit:

Rejoice in the Lord as we keep a festival day in honor of all the saints. Joining with the angelic armies, we praise the Son of God, for in them He triumphs. Each is a trophy, as it were, which He presents to His almighty Father. We are joyful today in the triumph of our brothers and sisters, the Saints.

Collect:

Today we venerate countless, unnamed saints, the sight of whose merits fill us with confidence, and we beg God *through this multitude of intercessors to show us an abundance of mercy.*

Epistle:

St. John now lifts the veil for us and we glimpse a scene of unexcelled magnificence. It is heaven. *A great multitude which no man can number is standing before the Throne and in sight of the Lamb. The angels too are all around the Throne . . . they fall down before it upon their faces . . .*

saying: "Amen, Benediction and glory and wisdom, and thanksgiving, honor and power, and strength to our God for ever and ever." This is the language of heaven. Its accents are strong but strange to us earthbound creatures. Falteringly at least, let us repeat these words, for one day we too, please God, shall be swelling that paean of praise.

Gradual:

With a backward glance at the breathtaking scene just witnessed, the Church, lest we miss the mark, counsels us, her saints in the making, to *Fear the Lord for there is no want to them that fear Him.*

Alleluia:

Though called to glory, we are at the present but wayfarers subject to the hardships of labor and burdens. It is the voice of Jesus that promises refreshment and relief even along the way. *Come to me . . . and I will refresh you.*

Gospel:

In the Gospel, Jesus Himself teaches us that if we would enter His kingdom, we must become poor and lowly, at least in spirit. These are the ones who, little in their own eyes, surrender themselves to the sanctifying power of His Will. As you listen to Him, do you hear yourself beatified for any of the eight reasons given? If so, be happy for you are among the predestined.

Offertory:

Faith gives us keen vision and true judgment. Unlike the unwise, we see things as they are, not as they seem to be.

Secret:

The thought of God's goodness evidenced in the triumph of all the saints urges us to give Him something. And since we have nothing but what we have received from Him, *we offer the gifts of our devotion, our wholehearted service and surrender to His will.*

Communion:

This is the Bread that will sustain the meek and lowly ones. Poor, emptied of all self-sufficiency, there is room for Jesus to enter and live the life of the Beatitudes in each of them.

Postcommunion:

God's friends are our friends. We ask therefore, that we may *always rejoice in paying them reverence, and*

that we in turn, may be helped by their unceasing prayers.

MASS FOR THE FEAST OF THE ASSUMPTION

Introit:

The Introit for this feast is vibrant with the glorification and praise of Mary. Heavenly bodies in all their grandeur serve as her adornments. *A great sign appeared in heaven; a woman clothed with the sun and the moon under her feet. It is Mary, radiant in celestial splendor.*

"He spoke and they were made": He commands and sun, moon, and stars enhance the beauty of the lovely one He calls Mother. This is why we are joyous. It is her greatness and her glory that sets us singing a new song: *because He has done wonderful things.*

Collect:

Let us ask for two things for ourselves and all those we love: that we may *long for heaven* and that one day *we may enjoy everlasting bliss with her and Jesus.*

Epistle:

The praises accorded to the valiant Judith, conqueror and savior of her people, are applied here to Mary. By her, God *hath brought our enemies to nought.* Having vanquished the enemy, this second Judith returns victorious to the heavenly city. There the angelic armies hail her as the *glory of Jerusalem, the joy of Israel, the honor of our people* even as we *bless the Lord who has so magnified her name.*

Gradual:

"The King shall greatly desire thy beauty." In this verse we see Mary, as it were, through the eyes of the King as all beautiful. Those perfections which made her so attractive to Him are precious, precious as "*robes of golden cloth.*"

Alleluia:

The Alleluia verse tells us how the angelic army hailed Mary's entrance into the heavenly court. "Beyond the immovable Thrones, beyond the dazzling Cherubim, past the flaming Seraphim, onward she rises, delighting the heavenly city with her sweet perfumes. She stops not until she reaches the very confines of Divinity."¹ There she is proclaimed Queen; there she is reigning today.

¹Dom Prosper Gueranger, O.S.B., *The Liturgical Year*, Westminster, Md., 1949. Vol. 13, pp. 352-353.

Gospel:

This magnificence and triumph are the grand finale of a story that began several decades earlier when this great queen was but a simple girl of fifteen. *God had His eyes on Mary.* The beauty of her grace-filled soul had ravished His Heart and it was she whom He had chosen to become His mother. And so an angel of the Court of the Most High sped to earth with God's proposal and awaited her answer. It was "Yes." And because she surrendered herself to God's designs in her regard, all generations have called her "Blessed." We today, two thousand years after, are fulfilling the prophecy uttered to Elizabeth.

God has designs for each of us. Today with us, as with Mary, He makes His proposal and awaits our surrender—our "I will." O how much depends upon our surrender! Let us ask Mary to teach us that docility to God's providential designs in our lives.

Offertory:

The entire Mass is an exaltation, a glorification of Mary. Today's liturgy sees Mary in the woman who will be a formidable enemy to Satan and all his seed. She has become that mighty one "terrible as an army in battle array."

Secret:

This is the type of intimate petition that one would "whisper in God's ear." So you will notice the priest always prays the "secret" softly, as it were, because of its very personal nature. Our offering will be our *devotion*—that loving, wholehearted dedication to God and His interests.

Our eyes are turned toward heaven, where Mary is interceding for us. We pray then that our hearts be fixed, firmly rooted in the love of Him and that we continually long for the time when hope gives way to possession.

Communion:

All generations shall call me blessed.

Voiced once, this prophecy has seen fulfillment with each succeeding generation. With passage through time, the mighty surge of praise swells until finally the last strains from earth will flow on made one with the never ending paean of eternity. *Because He that is mighty has done great things in her.* This too will be the cause of any inherent greatness in us. Even now He is about to do great things to us as we approach the holy table, there to receive the Bread from heaven.

Postcommunion:

He has come and now we humbly adore God dwelling, living within us. There is one thing above all else that we desire besides which all other desires pale in comparison. All earthly honors and pleasures will pass away. One thing and only one thing is the object of our unconditional longing—that we may be brought "... to the glory of the resurrection." That this may be ours, O God, please, *grant this prayer!*



Administrative Patterns in the Coinstitutional High Schools

Administrators of these new Catholic high schools
face special problems. Don't miss this studious report!

By Rev. Anthony H. Dorn, M.A.

Editorial Consultant, CSJ High School Section

■ LATE IN 1957, the Sacred Congregation of Religious issued a detailed instruction on the subject of coeducation in Catholic high schools.¹ Its main tenet was that coeducation is morally dangerous to youth; therefore, no Catholic may defend it in principle. Separate schools for boys and girls are still the ideal and the desire of the Church. A coeducational school may be tolerated, but only for good and valid reasons, especially financial economy in a situation where a Bishop must decide between at least one Catholic high school, therefore coeducational, or no Catholic school at all.

However, the Congregation imposed one further obligation

¹"Instructio de Juvenum Utriusque Sexus Promiscua Institutione," *Acta Apostolicae Sedis* 25 (1958), pp. 99-103. A full translation and extensive commentary can be found in Basil Frison's *Coeducation in Catholic Schools*, published in Boston by the Daughters of St. Paul, 1959.

on Bishops. They have to investigate the possibilities of a type of school called "coinstitutional." This the Congregation defined as a school which "entails one institute or building consisting of two separate schools, one for boys and one for girls, under a single administration having a single library and laboratory to which boys and girls have access separately and at different times."² Not only did the Congregation grant permission for this type school but positively approved it as

²There is a difference between coinstitutional and coinstructional, a term popular on the West Coast, St. Louis, and a few other places. Coinstitutional is a modified form of separate education of the sexes; coinstructional is a modified form of coeducation. In the former, the sexes are divided into separate divisions or units, with two completely separate faculties, one for boys and one for girls. In the latter, the sexes are separated not as units, but as much as possible, in classes, while the faculty is considered a unit, not dual.

a compromise which kept the moral advantages of separate schools and the economic savings of the coeducational school.

Coinstitutionalism Defined

Most Catholic educators consider coinstitutionalism a new concept. Actually only the word is new, and as yet cannot be found in our larger dictionaries. In the United States, the idea already existed as an accomplished fact in the middle of the nineteenth century when many pastors engaged Brothers or laymen to teach their boys, and Sisters, their girls on different floors or sections of the same school building. These arrangements were usually for the upper-grade levels.

During the 1959-60 school year, 51 Catholic coinstitutional high schools were operating in the United States. The earliest was the parochial St. Francis de Sales of Utica, N. Y., originating in 1916. With the exception of a very few late arrivals, all anticipated the Congregation's approval, either in actual operation or in plan of construction. Following is a summary of these schools grouped according to type and date of origination:

ESTABLISHMENT OF CATHOLIC COINSTITUTIONAL HIGH SCHOOLS

Type	Before 1945	1945-47	1948-50	1951-53	1954	1955	1956	1957	1958	1959	Total
Diocesan		2	2	2 ^a	2	2	4	9	6	5	34
Parochial	10 ^b	2 ^c	1						1		14 ^{b, c}
Private						1	1	1			3
TOTAL	10	4	3	2	2	3	5	10	7	5	51

^aOne of these schools is Palma in Salinas, Calif. Its administration is half diocesan and half private.

^bOrigination dates are 1916, 1923, 1924, 1925, 1926, 1927, 1935, 1939, and 1942. Exact date of one is unknown. Two of these schools, St. Francis of Utica, N. Y., and Eugene Coyle of Kirkwood, Mo., closed in June, 1960, each to become two separate segregated schools, all diocesan.

^cOne of these schools is Helias of Jefferson City, Mo. It started as a parochial coinstitutional school in 1945, but changed to diocesan in 1956 with construction of a new building. Thus the present total of diocesan coinstitutional schools is 35, not 34, while parochial schools number 13, not 14.

Lately more and more dioceses are looking into their practical problems. Foremost among these is the problem of what kind of administrative setup within the coinstitutional school is best suited to the idea. Using the experiences of the 51 presently existing schools, it is possible to give some suggestions and warnings. Consequently we propose to answer three questions:

1. What kinds of administrative setups can now be found in coinstitutional schools?
2. What determines the choice of a particular administrative arrangement?
3. What major problems do these arrangements create?

PRESENT ADMINISTRATIVE SETUPS

In every coinstitutional school at least three large forces are at work:

1. The agency financially responsible for the school. This may be a diocese, a parish, or a religious community.
 2. The religious community in charge of boys.
 3. The religious community in charge of girls.
- All three groups have selfish interests in the school, and any administrative arrangement must consider them. Consequently the administrations of the 51 schools are expressed here in terms of this triple relationship.

In Diocesan Operated Schools

The 35 *diocesan* schools show five administrative patterns as follows:

1. A diocesan priest is principal over all phases of the school's life. He has two vice-principals or two deans or two directors of studies to head the respective boys and girls divisions, which always remain directly subject to him. Eight schools follow this plan. In five of them, diocesan priests compose the male faculty.
2. A diocesan priest is coordinator or administrator with full power over all phases of school life, including the academic, even though the school also has two co-principals—a Brother or priest for boys and a Sister for girls. In essence this is equivalent to three principals. Four schools follow this plan.
3. A diocesan priest is coordinator or administrator, but has no jurisdiction over academics, ordinary discipline, supervision of teachers, or extracurriculars. Two co-principals, a Brother or priest for boys and a Sister for girls, carry out these responsibilities. Fourteen schools are run this way, making it the most common of diocesan administrative types.
4. A religious order priest is principal in charge of the whole school. A Sister is assistant, associate, or vice-principal in charge of girls. No *diocesan* priest is appointed to the school for any administrative post. The principal is responsible either to a local school board or the diocese has a highly centralized secondary school system administered from the diocesan superintendent's office. Six schools are run this way.
5. Two co-principals, a Brother or priest for boys and a Sister for girls, act as one head in running the school. No third person is in the school itself to coordinate or administrate. Three schools follow this plan.

In Parish Schools

The 13 *parochial* coinstitutional schools show three administrative forms:

1. The principal is a priest of the parish. Theoretically he has complete charge of all phases of school life. Two vice-principals, a Brother for the boys and a Sister for the girls, head their respective divisions. Only one school has this arrangement.
2. The school is run by two co-principals. No parish priest resides specifically in the school for administration. Ten schools are like this, making it the most common parochial type.
3. The school has two co-principals plus a parish priest specifically appointed to reside in the school for administration. Two schools follow this plan.

In Private Schools

Finally, the three *private* coinstitutional schools follow the same pattern: The principal is a man, a member of the religious community operating the school; a sister is vice-principal or associate in charge of girls.

These administrative patterns add up to nine. However, it is possible to reduce them to four basic relationships:

1. One of the three parties is supreme. The two others are subordinate to him and equal to each other.
 2. All three parties are on a kind of level of equality.
 3. One of the parties is absent, leaving the other two on a level of equality.
 4. One of the parties is absent, while one of the other two is given the position of superiority over the third.
- Which administrative setup is best theoretically, can only be an academic question in light of the answers to our second question.

FACTORS DETERMINING THE CHOICE OF ADMINISTRATIVE TYPE

At least six large factors influence the choice of a particular administrative type. However, not all apply to every school. Reasons applicable to one school do not necessarily influence another. Ordinarily one factor never stands alone; each school may be affected by two or more of them. The six follow:

1. The nature of the religious community of men obtained for the boys.
2. The basic financial control of the school.
3. The antecedents of a new coinstitutional school.
4. The definition of school unity.
5. The presence or absence of a strong centralized diocesan control.
6. The intensity of desire of interested parties to establish and maintain control over their own private interests in the school.

Nature of the Male Religious Community

Religious communities of Brothers strongly demand autonomy in academic and disciplinary control over the boys. Consequently they insist on holding the title of principal, a name representing to their minds the image of full responsibility. When this occurs, the Sisters, with less aggressiveness, however, ask for an equal title, or receive it gratuitously. Wherever Brothers have charge of the boys division, the co-principal arrangement usually prevails. If the school is diocesan, a priest will almost always be appointed as coordinator or administrator.

When diocesan priests make up the male faculty for boys, a diocesan priest is assigned as principal over the entire school. Another priest and a Sister will be appointed vice-principals, deans, or directors of studies in charge of their respective divisions.

If a religious order of priests composes the male faculty, the diocese normally subordinates the religious community of women to the priests for school purposes. The highest title to which the chief Sister in charge of girls can aspire is either vice-principal, associate, or dean of girls.

The group having least to say in the choice of administrative setup is the Sisters. In most instances they seem content to adapt themselves to situations decided by the men. However, some few are beginning to voice dissatisfactions strongly enough to indicate a future major problem.

Basic Financial Control of the School

Three different kinds of financial control help to determine the administrative setup: diocesan, parochial, or private. Naturally, each looks out for its own interests. For the diocese, this generally results in a compulsion to send a diocesan priest administrator to work full time in the school. Especially is this true when the diocese is inexperienced in high school education and has little or no central diocesan direction, although it also occurs in dioceses well organized for secondary school education. Usually the purpose is to protect a large financial investment. Lack of confidence in the ability of religious communities to control the finances, to keep tuition low, and to follow diocesan policies on student admissions prompts some diocesan decisions.

By way of contrast, pastors have a tendency to treat their coinstitutional schools as they do their grade schools. They assign full responsibility to the male faculty to decide all matters concerning the boys. The same right is accorded the Sisters in behalf of the girls. The Brothers and Sisters are generally regarded as equal partners in the parochial enterprise. Most pastors, knowing little about the professional procedures involved in high school administration, maintain a policy of noninterference, except for establishing an admissions policy, retaining final word on expulsions, and paying the bills. The main defect in this administrative arrangement is the frequent tendency of pastors to neglect the physical plant.

A private coinstitutional school will always be a rarity. Religious communities, when considering new schools belonging to themselves, will continue to build on a segregated plan. None of the three private coinstitutional schools is the direct

result of community initiative. The dioceses started and aided them financially, then gave full administrative control to communities of men which in turn contracted for the services of Sisters to teach the girls. Thus a religious order man is named principal while a Sister is content to be called associate or vice-principal. (Theoretically, a coinstitutional school could be run privately by nuns, a situation highly unlikely to materialize unless the boys faculty is also composed of nuns. Obviously, a male religious community would find difficulty in taking directions from a group of women.)

Antecedents of a New School

Many coinstitutional schools are outgrowths of formerly existing schools. Administrative arrangements have to consider these antecedents. For example, Assumption high school in Davenport, Iowa, combines two former segregated schools, one for boys and one for girls. The male faculty of the boys school was made up of diocesan priests who transferred to the new Assumption. The administrative setup could easily have become what it is in similar schools in Philadelphia: a diocesan priest as principal over-all, and a Sister as vice-principal or dean in charge of girls. Out of deference, however, to 99 years of service to Davenport with their all-girls academy, the Sisters were granted an equal for equal status. Thus the chief Sister in charge of girls is entitled principal, a position equal to her former role in the defunct academy, and on the same level as her male counterpart in the boys division.

In Jefferson City, Mo., St. Peter's parochial high school was antecedent to Helias. In the former boys were taught by Brothers and the girls by Sisters. The school had two co-principals while the pastor followed the policy of non-interference in the inner running of the school. When the diocese decided to expand facilities, it changed the status of the school to diocesan. Instead of sending a priest into the school to administrate, the diocese created a local school board made up of a representative of the Bishop, three pastors, and three laymen. The co-principals act as *one* head to this school board. Naturally this arrangement requires a large amount of collaboration and good feeling between the two principals, but the basic administrative roles were not changed when the financial control of the school was altered.

The Definition of Unity

In some dioceses (notably Buffalo and to a certain extent, Los Angeles) a self-defined concept of unity influences the administrative setup. It maintains that unity in a school is not possible unless the school has a single head to represent and establish it. Ultimately, one person and one alone must be responsible for all school policies and practices. Consequently a priest is named principal and a Sister, associate principal in charge of girls. Most communities of Brothers would find such working arrangements difficult. Thus all four of Buffalo's coinstitutional schools are staffed by religious orders of priests.

Centralized Diocesan Control

Experience with and strong centralization of high school education gives the diocese more confidence in itself. It then has less fear of turning over a coinstitutional school into the administrative hands of a religious community without sending in a diocesan priest to help in the administration. Close check is maintained over such a school by diocesan rules on requisitioning of materials, a diocesan syllabus of studies and system of examination, diocesan supervision of instruction, a diocesan form of financial accounting, etc. Lacking this cen-

tralization, the diocese feels the presence of a diocesan priest to represent itself is necessary.

Self-Interests of Diocese or Community

The diocesan priest principal of one coinstitutional school says:

"If the school is diocesan, then a diocesan man should be principal, with total responsibility. The vice principal should also be a diocesan priest. Then there should be two deans appointed by their respective provincials in conjunction with the principal. But the important thing is: the diocese must decide if it wants to run its own school or not."

This view contrasts sharply with the great desire for religious communities, especially of men, to maintain their autonomy in the education of any boys over whom they have charge. If they are asked: on what terms would you accept a diocesan request to staff a coinstitutional school? the most common answer of religious communities of men is this quote from the provincial of a Brothers' institute:

"If a religious community is chosen to direct a division of a school, it should be given complete freedom of action and charge of the school. If each division is headed by responsible, capable, experienced administrators, there should be very little need for a coordinator. If the term administrator implies a financial officer or one charged with the temporal concerns, let him confine his activities to that area and be subordinate to the principals."

Autonomy over the direction of the school program is the chief self-interest of the religious communities. Consequently, they pressure the diocese or parish to reduce the administrative role of any diocesan priest sent into a coinstitutional school. The Christian Brothers of the Midwest Province have been especially successful in this attempt. As a result they are taking on more and more such schools with apparent enthusiasm. At present, they staff boys' divisions in five coinstitutional schools and have accepted three more for opening within the next two years.

MAJOR PROBLEMS CAUSED BY COINSTITUTIONAL ADMINISTRATION

Most problems in coinstitutional schools are minor. Compromise and prudent judgment easily resolve them. However, four problems, at present, are of major concern and more difficult to handle. They arise from the various kinds of administrative setups and involve:

1. The precise role of the diocesan priest co-ordinator.
2. The subordination of the sisters.
3. The autonomy of the male religious.
4. Unity versus uniformity in the school program.

Role of the Diocesan Priest Co-ordinator

Though the coinstitutional idea is not new, the role of diocesan priest co-ordinator is. The first one probably was assigned in 1947 to San Joaquin Memorial high school in Fresno, Calif. Most schools feel their way in defining his precise role. At present, it is an evolving position with a tendency toward business administration. Here lies the problem. Some dioceses have had this priest trained to handle all phases of high school administration. In the reality of his school situation, he finds himself cut off from decision making in academic, disciplinary, supervisory, and extracurricular affairs since these are jealously guarded by the co-principals as being their domain. Happiness in his job then depends on whether he desires to be more than a financial administrator and is enabled to fulfill that desire. His great value in the school has been to relieve the principals from money burdens such as

collecting tuition, buying equipment, hiring cafeteria and clerical help, etc. But if he is to be no more than a business manager, then conceivably his job ought to be taken over by a layman so as not to waste priest power.

Perhaps the school which has done most to pinpoint his precise duties is Central Catholic of Canton, Ohio. The experience of at least seven years has resulted in giving the diocesan priest co-ordinator full responsibility in these five areas: spiritual direction of the whole student body, business management, administration of school property, co-ordination of all those activities which affect the use of the building after school or transcend the individual divisions of the school, and public relations. Whatever his role may be, nothing is quite so important as getting it down on paper in considerable detail. Any diocese planning a coinstitutional school must make this one of its most important concerns. The duties and responsibilities, and therefore the happiness, of all other administrative personnel in the school depend on the prior definition of the coordinator's role.

How confused this role is at present can be gathered from the variety of names given to his position in different schools: director, superintendent, co-ordinator, supervising principal, moderator, administrator, executive administrator. Each name bears its own peculiar image of authority.

The Subordination of the Sisters

Very often the Sisters are not accorded the same equality as is given to the male faculty. In the over-all view, the tendency of the coinstitutional schools is to a masculine supremacy. This is evident from a number of comparisons:

1. The Sisters more frequently do not have a faculty house on campus.
2. The wages of the Sisters are from \$400 to \$700 less per year per nun than the wages of the men.
3. In a good number of schools the Sisters are not even consulted on an advisory basis, a rarity in regard to the men.
4. Often special fund-raising projects are held for the benefit of the male religious community but not for the female.
5. Men more often have contracts with the diocese or parish, giving the impression that they are more professionally treated.

Added to these inequalities is the inferior title held by the chief nun in charge of girls in about 12 of the coinstitutional schools. The Sisters are not unduly disturbed by this. Ordinarily they appreciate the presence of a male community of teachers in the same school. The view of one Sister vice-principal is typical:

"The nuns in a coinstitutional school should take advantage of their association with men. Ordinarily nuns are traditionalists; men are more progressive. The men like to experiment more and are less fearful of making mistakes. Their presence can open up the nuns to a more democratic expression of views which leads to a greater all around school dynamism."

Thus the unequal position is not an area of their resentment as long as they are given certain assurances. For example:

1. A title for the chief nun, strong enough to influence the girls to look upon her rather than any male as their immediate superior. For the most part, the Sisters ask that the word principal be somewhat in their title—vice-principal, associate principal, or assistant principal.
2. The girls' problems to remain in the girls' division, and not be taken over by the men.
3. Inclusion of the Sisters in advising and policy making.
4. Respect for the chief nun administrator as an administrator and not as just another teacher.

There is no question that part of the blame for this inequality rests with the Sisters themselves. Their meekness prevents them from insisting on a better treatment. In truth, some of the religious communities of Sisters, on the provincial level, do not yet know exactly what their problems are in a coinstitutional school. In those cases where the provincials have acquired more inside information, they have responded with greater insistence on having a say in establishing the administrative procedures of the coinstitutional schools in which they are asked to work.

Autonomy of the Male Religious

At present, 21 religious communities of men representing 29 provinces, are working in coinstitutional schools. All 29 provincials were asked the following question: What is your community's attitude toward the idea of the coinstitutional school? Favorable or unfavorable? Why? Seventeen usable responses from 17 provincials of 11 communities were received. They represent the male faculty in 36 or 71 per cent of the present coinstitutional schools. Here is a summary of their answers:

	Priests	Brothers	Total
Favorable to idea	3	2	5
Unfavorable to idea	3	9	12
	6	11	17

The response from a provincial whose community has a long tradition of educating boys is typical of the attitude of disfavor:

"Through the years every teaching order develops a philosophy and charisma which it aims to impart to those who come under its direction. These are lost, in large measure, in the coinstitutional school. Through our Constitutions and our customs, we have worked up educational policies particularly applicable to boys schools. It has been our experience that these frequently conflict with the policies evolved by the principal of a coinstitutional school and the principal of the girls department, with resulting friction and loss of educational efficiency."

Another answered by saying, "We do not favor the idea because generally too many difficulties arise from conflicting authority and jurisdiction."

Statements like these are based on actual experiences in coinstitutional schools. They indicate a tension existing between diocesan or parochial interests on the one hand and religious community interests on the other. They also point up the limitations surrounding the future growth of coinstitutional schools. The major key to that growth is a more favorable regard for the coinstitutional idea by the religious communities of men, especially by the Brothers. Pleasant experiences generate favoritism for the idea; unpleasant, create disfavor. A diocese wishing to establish a coinstitutional school will have to be ready to make compromises to assure a large measure of autonomy for the religious community of male teachers.

Unity Versus Uniformity

The meaning of unity in a coinstitutional school is not yet clear. The Sacred Congregation of Religious calls a coinstitutional school one under a single administration. Thus far the schools allow for considerable variation in regard to what areas in the school are unified. Some strive for unity without disrupting the parallelism of the two divisions. Others identify unity with 100 per cent uniformity. Can unity exist if the two divisions compose separate courses of study, use different student reporting systems, write separate student handbooks, charter separate national honor societies, etc.? Or is unity possible only when differences are all reduced to singularity?

These are vital questions in the coinstitutional school. Theoretically the latter seems the proper course for the achievement of unity. In practice, however, the attempt to secure unity by forcing all phases of school life into a pattern of sameness for both divisions, often leads to religious community tensions and dissatisfactions. This is especially true if a religious community has a long tradition of success in teaching. Unity predicated on sameness requires numerous compromises with cherished practices.

Moreover, uniformity may militate against the best interests of the students. If the psychological and pedagogical approaches to the sexes and the life roles of men and women differ, then a validity is established for many areas of the education of boys and girls to lack uniformity. When a new coinstitutional school is planned, much attention is attached to securing ease of administration, involving thereby a strong quest for uniformity. However, diversity may very well be one of the essential traits of a coinstitutional school. For example, the Sisters may prefer one literature textbook as most suitable in their instruction of girls while the Brothers, in their division, may prefer another. Considering the differing interests and motivations of the sexes, both divisions may have good reasons for their choices. Yet the coordinator may command the same text to be used by both. While administration is simplified somewhat, half the student body and half the faculty may suffer an injustice.

Different Curriculum for the Sexes

Thus, while separating the sexes very effectively, the coinstitutional schools may neglect to exploit fully the differences of the sexes as they strive to treat both of them alike. As yet the planners of coinstitutional schools have little philosophy concerning the variations involved in the proper education of the girls as compared to the proper education of the boys. Indeed, with the exception of adding on to the girls' side a few home economics rooms and classroom space for commercial subjects, plus giving the girls a female faculty, and the boys a male faculty, the need for such a philosophy is often denied.

Long years of coeducation in America have dulled our minds to the possibilities of many educational and future role differences of the sexes. In coeducational schools, the sexes must be treated largely alike. And in separate schools, the contrast is not noticed. But in the coinstitutional schools, administrators are constantly conscious of the separation of the boys and girls. Yet, thus far the impact of this separation arouses administrative efforts to eliminate differences instead of constructing an approach giving to each sex its due. Diversity is considered the enemy of unity. If the male religious, the female religious, and the diocesan or parochial administrators could all accept this role of diversity as right and proper in a coinstitutional school, the interdivisional and administrator-faculty tensions would reduce themselves appreciably.

The coinstitutional school can have a bright future in America. A survey of teachers working in them shows almost 75 per cent are convinced of their superiority over separate or coeducational schools from the viewpoint of solving the problems of social adjustment for boys and girls without harming the advantages of separate education. From the administrative point of view, however, the coinstitutional school is judged least desirable when compared to separate and coeducational schools. This will continue so until the problems mentioned above are satisfactorily softened.

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RECONSTRUCTION OF CATHOLIC EDUCATION

No. 2. SOME OF THE PROBLEMS

Editorials

The late Edward A. Fitzpatrick,
Ph.D., LL.D., Editor

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The reconstruction of a school system, particularly of a system long established, involves many problems that do not appear on the surface. In the past, talk of reconstructing the Catholic school system was concerned largely with the public school experiment of changing from the eight-year elementary and four-year high school to the six-year elementary, the three-year junior high, and the three-year senior high school. This proposal involved a change in the external organization and some internal changes in the junior high school. What is now proposed is a more radical and fundamental change involving a complete change in emphasis on levels of education, on methods of financing (both as to amount and character), voluntary or compulsive, and inferentially in tuition.

Let us just list some of the factors as questions to see how extensive the problem really is. This might indicate that the subject would be a worthy theme for the next convention of the NCEA, if it were announced sufficiently long enough in advance to collect the data; or better still it could be made the theme of the 1962 convention with a commission appointed to study the problem, sectioned on the levels of education for preliminary studies, to make a report sufficiently in time to study it before the convention opens and have the major papers based on it.

Without indicating points of view or solutions, what are some of the problems?

1. Should the central and basic interest of Catholic education be transferred from the elementary—the parochial school—to the secondary school?

2. In elementary education, are there any new types of organization possible, such as the erection near a public school of a Catholic school building controlled by the parish in which Catholic children are taught religion?

3. This may suggest the question

raised by Dr. Pegis at the 1960 convention:

"Is the central curricular problem of the Catholic school to make secular subjects serve a Christian purpose by superadding lessons drawn from theology and spirituality, or superimposing spiritual and moral lessons humanly applied, or is it to maintain the integrity of secular subjects in their own order within a Christian framework of teaching by bringing to the student as authentic knowledge of the very creation which God made for ministering to the spiritual and moral guidance of the pupil on the road to salvation?"

Are Catholic schools doing this now?

4. Some questions with reference to the parish school:

a) Is the addition of the ninth grade to a parish school good educational practice? Is it effective?

b) Should the parish school in cities terminate with the sixth grade? In suburban areas? In rural areas?

c) Is it possible for the individual parish to support a modern secondary school? Generally? In exceptional cases? When? Even if possible, is it wise in relation to other parishes which presumably pay tuition?

5. Are dioceses prepared, willing, and able to assume a larger share of responsibility for services now delegated to parishes and religious communities?

a) In supervision and staff services—i.e., curriculum making—will dioceses further their active direction of these services?

b) Will the dioceses enter more largely and directly into the financing and operation of parish schools?

c) Will the diocese act directly on the individual Catholic by a direct tax, or will it allocate quotas to parishes to be raised by present methods?

d) Will the diocese from its general funds just provide "diocesan aid" to parishes financially weak, maintaining the autonomy of the parish school?

6. Some questions will develop with

reference to religious communities:

a) Will the diocesan authority — i.e., the Bishop — tend to integrate the religious community high school into a diocesan system, assuming more control or direction than usual at present?

b) How will the problem of an inadequate supply of vocations be met?

c) Is the tendency of some prominent religious communities to prefer teaching in secondary rather than in elementary schools and in colleges rather than in secondary schools — a tendency noted by St. John Baptist de la Salle — still with us; and how will it affect a diocesan system?

d) Will the test of receiving a higher degree be the test to determine eligibility for teaching in a higher institution? Will effective teachers in one level of education be retained there if they receive higher degrees; or is "in-service" training likely to mean "out-service" assignment?

e) How will it be determined whether to permit new independent high schools or academics — particularly if their income producing is greater than that of diocesan schools?

7. With the increasing demand for lay teachers in all types of schools from kindergarten to university, will these lay teachers be given a firm,

stable opportunity for a life career with adequate compensation and pensions comparable to those of teachers in neighboring public and private schools and institutions of learning?

These are the first thoughts that come to us on the reconstruction of Catholic education. Many more suggestions, problems, traditional practices have rushed in, but probably these will suffice for the present.

— E. A. F.

The CATHOLIC SCHOOL JOURNAL will continue to publish the editorials written by Dr. Fitzpatrick before his death.

A project for the fifth grade

Learning Phrases from the Liturgy

By Sister Josephine, C.S.J.

Assoc. Prof. of Ed., Boston College, School of Education

■ In Sister Joan's fifth grade, the work of the pupils is quite in evidence, as seen in the charts, posters, murals, friezes, and construction activities. The bright pupil is part of the planning, and at times, Sister Joan wonders if she is really taxing the high ability levels of some of her pupils. Realizing that those above average need stimulation and challenge, Sister Joan seeks to give them material that will draw out their potential intellectual power.

Since the bright pupil's potential lies, for the most part, in verbal areas, the following exercise is suggested for the many teachers who sometimes wonder what to do with Harold and Charles whose I.Q.'s are above 140, thus placing them in the upper one per cent of the population, intellectually speaking.

Phrases From the Liturgy

*Corpus Christi
Deus vobiscum
Dōmīnus vobiscum
Ecce homo
"Fiat," dicit Maria
Fiat lux
Gloria in excelsis Deo
In memoriam
Requiescat in pace
Laus Deo
Omnia ad Dei gloriam
Pater noster
Pax vobiscum*

*Tē Deum laudāmus
Ave Maria
Dōmine nōn sum dīgnus
Sursum corda
Orāte fratres
Gloria patri
Orēmus
Laudamus te
Benedicimus tē
Adorāmus tē
Sanctificētur nōmen tuum
Fiat voluntas tua
Sed libera nōs a malo
Sancta Trinitas
Et cum spiritu tuo
Tu solus Dōminus
Miserere nobis
Agnus Dei
Tu solus Altissimus
Rex caelestis
Per Christum Dōminum nōstrum
Gloria tibi, Dōmine
Laus tibi, Chrīste
Et verbum caro factum est
Lumen de lumine
Et hōmo factus est
Offerimus tibi
Bēnēdicamus Dōmīno
Per omnia saecula saeculorum
In spiritu humilitatis
Veni Sancte Spiritu
In Christo
In hōnōrem beatae Mariae Virginis
Sanctus, Sanctus, Sanctus
Plēni sunt caeli et terra gloria tua
Deo Gratias
Per ip-sū, et cum ip-so, et in ip-so*

These Latin phrases have been selected, for the most part, from the

Missal therefore, they should be known.

Place the phrases on the board or on cards in groups of five. Let the teacher pronounce the phrase first then call on individuals to pronounce it. Be careful not to pronounce long vowels short. Meaningful explanations of the phrases, according to the ability level of the pupils, may be given. Pupils can identify many of them through usage. Instructions can be given to locate them in the Missal and to record the part of the Mass where the phrase belongs. In blessing the hour, the Latin phrase could be recited by the boys while the girls translate it.

Spelling, handwriting, and theme work are avenues of integration. These phrases also serve as matters for the chalkboard. Phrases may be printed on cards, and one of the cards placed on the chalkboard each day. At all times the meaning should be emphasized.

How early in the grades should such integration take place? Beginning in grade one, a limited number could be learned by the pupils. Realizing that memory is at its peak in the primary grades, the teacher will integrate where feasible the phrase appropriate to the season and the topic of religion being studied.

Religion in ACTION

November: The Communion of Saints

By Sister M. Emmanuel, C.S.J.

St. George Convent, Bourbonnais, Ill.



Visiting churches on All Souls Day.

■ The spiritual action program was inaugurated in September by suggestions for living out the "Morning Offering" through the giving of prayer, work, joy, and suffering to our Lady so that having made them part of the Holy Sacrifice of the Mass she might return them as graces to the Mystical Body wherever needed. The October project continued the emphasis on this idea, but brought into the student's life the angel given as a guide, companion, and messenger to God. Meditation and prayerful reflection were encouraged through the study of the inner meaning and beauty of the conventional oral prayers, and the student was led to a more effective realization and personal love of Christ and His mother through the mysteries of the rosary.

The Church Suffering and Militant

During November, prayer, work, study, play, and self-denial continue to make up the substance of the student's giving. The new phase is the first real understanding of the Communion of Saints; and this leads to knowledge, understanding, and action in regard to the Church Suffering—those members of the Mystical Body who are hoping to be ransomed by the members of the Church Militant.

The deed-gifts and deed-roses of September and October now become for the child what in true reality they are, the deed-hosts of his daily living ready to be laid upon the paten of the chalice to be changed into that which is worthy of "making up what is wanting to the sufferings of Christ" in His members.

As procedure for this spiritual activity, some teachers have used a box

decorated with seals or small holy cards illustrating symbols of the Mass. A large papier-mâché chalice and paten painted with gold tempera is very effective if a slit is cut in the paten so the children may drop into the chalice small white circles of paper representing their offering. In this group activity there is something of the symbolism of the many becoming one with their Head, Christ, in the partaking of His sacrificial and Eucharistic oblation which the thoughtful child appreciates when it is shown to him.

Selfishness Is Diminished

The child is naturally selfish, that is, he looks first to his own comfort, his own achievement, his own well-being, even at the expense of others. Until that time when grace and guidance lead him into the supernatural, the natural will dominate. But in this group activity of daily living united with Christ's offering of Himself in Holy Mass the child realizes that of himself, apart from God, he is incapable of good, that his deeds are worthless; but that, joined to Christ's sacrifice within the Mystical Body, each moment takes on the infinite value and merit of Christ's own life and sacrifice. The possibility of relieving personally the souls in Purgatory is a concrete thought which the child can grasp. United with the class in this spiritual endeavor, he begins to understand how all souls are united in God through the Mystical Body of Christ.

The student should be encouraged to offer his "deed hosts" not as something to be done for nothing in particular, but for "this thing," this

prayer, work, or sacrifice, done because this same thing was not done by some suffering soul in Purgatory while on earth. In this is the "making up of what is wanting" to the sufferings of Christ accomplished.

This month offers opportunities for studying indulgences both plenary and partial. Care should be taken in explaining such phrases as "three hundred days indulgence." The knowledge of the real meaning of the partial indulgence attached by the Church to an aspiration has been impetus to more than one student to develop a habit of ejaculatory prayer for the "Poor Souls." The word *aspiration* is derived from the Latin word meaning "to breathe"; when the child sees that such prayer is merely the turning of the mind under the direction of the will aided by grace to a thoughtful "breath of love" to God, the practice becomes easier, even humanly pleasing. The Church Suffering profits by such a practice, but in all likelihood the member of the Church Militant who is praying is even more benefited in his own interior spiritual life.

Gaining Indulgences

During this month there could also be a review of the common ways of gaining a plenary indulgence: recitation of the Rosary in the presence of the Blessed Sacrament, making the Way of the Cross, and the recital of the prayer before a Crucifix after Communion. A study of the meaning and appreciation of this last mentioned prayer fits in well here.

For a particular project connected with aspirations and the idea of aiding the souls in Purgatory, several

methods have been found effective:

1. Students turn in a list of their favorite indulgences to a committee which pools the contributions and lists them in some conspicuous place. The list may also be typed individually on oaktag slips so the students may chose one each morning for use during the day. Some students discovered their spiritual "theme song" in this way, an aspiration, the interior use of which has followed them into maturity.

2. The teacher and class could spend time in discussing the types of people who might be in Purgatory: Members of the hierarchy, the clergy, religious, their relatives, public servants, friends and enemies of the Church and State, and children and adolescents like themselves. A box containing these group names from which the students draw a slip each morning is a splendid activity; but an even better one, perhaps, is to have

the children bring from home the names of deceased relatives and friends as well as those from groups listed above.

The teacher will think of other effective methods for developing an understanding of the power placed in the child's hands to make up what is wanting in souls that have already left this mortal life, as well as for arousing interest and enthusiasm toward an all-out endeavor to aid those souls so dear to the heart of God.

A geography unit outline for grade four

Our Wonderful World

By Sister M. James, O.S.F.

Holy Rosary School, Columbus, Ohio

I. AIMS AND OBJECTIVES

A. To acquire and extend basic information about our community, state, country, and the world.

B. To extend and enrich concepts and understandings about our world.

C. To develop and extend some geographic skills.

D. To extend the knowledge of how to use tools of learning as: (1) books — oral reading, silent reading, chapter headings, table of contents, glossaries, indexes, encyclopedias, dictionaries; (2) maps, globes, and charts. (3) pictures; (4) materials used in drawing, constructing, painting, etc.; (5) newspapers and magazines; (6) radio, television, motion pictures, etc.

E. To improve skill in independent research and group sharing of experiences.

F. To develop a friendly and tolerant attitude toward our neighbors near and far.

G. To develop appreciation of the vastness and beauty of our country.

II. APPROACH

A. Share travel and vacation experiences: (1) children's trips, (2) teacher's trips, (3) trips of friends and relatives.

B. Stories of circumnavigation and round-the-world flights: (1) Magellan, (2) Lindbergh, (3) Wiley Post.

C. Polar Expeditions: (1) Byrd, (2) Amundsen.

D. Picture post cards and other objects and souvenirs from various parts of the world.

III. BASIC UNDERSTANDINGS — GENERAL

A. We want to know our community and compare it with other places in our state, country, and the world.

B. We should learn to get along with other people because we have to share our homes, community, state, country, and the world with them.

C. People in other parts of the world are much like ourselves. They have the same wants, hopes, desires, and aspirations.

D. Man uses land, water, and air to satisfy his needs.

E. In the process, man changes and often improves what he finds: (1) in travel and communication, (2) in farming and industry, (3) in education.

IV. BASIC UNDERSTANDINGS — SPECIFIC

A. The Earth:

1. The earth is a sphere. 2. The earth is round. 3. The globe is a model of the earth. 4. The surface of the globe is a map of the earth.

5. We get day and night from the

rotation of the earth. The sun seems to rise in the east and set in the west. The sun, moon, and stars help us in many ways: find direction, give heat, support life.

6. Part of the earth's surface is land.

7. About three fourths of the earth's surface is water.

8. An important east-west line called the Equator divides the earth into the Northern and Southern hemispheres. The Equator is an imaginary line. The Equator and other east-west lines help us to find directions. 9. An important north-south line called the Prime Meridian divides the earth into Eastern and Western hemispheres. The Prime Meridian is an imaginary line. It and other imaginary lines help us to find directions. The North and South poles also help us to find directions. We live in the Northern Hemisphere and in the Western Hemisphere.

It is important to have a globe so that the children will learn certain fundamentals correctly.

While you are teaching geography, you are also teaching words. The pupils know what a "ball" is, but many have not learned the words "sphere," "globe," or "globular." Give the children time to write these words; you also can write them on the board as they occur in the lesson, thus adding to the vocabulary reading list.

To demonstrate "rotation" (a new word), use a flashlight to represent the sun. Observe that it lights one half of the world at one time leaving the other half in darkness. Turn the globe slowly as the earth turns on its axis while the flashlight stays in one position.

B. The Continents

1. A large area of land is called a continent. 2. There are seven continents: Europe, Asia, Africa, Australia, North America, South America, and Antarctica. Some of the continents are

connected. The double continent of Europe and Asia is sometimes called Eurasia. 3. We live on the continent of North America. North America is in the Northern Hemisphere and in the Western Hemisphere. 4. Asia is the largest continent. 5. Australia is the smallest continent. It is sometimes called the "Island Continent."

Dramatize your teaching a little bit. Call for a volunteer to point out on the globe North America, and to write it on the blackboard. The class is waiting to see if the volunteer knows the right spot on the map—waiting to see what comment you will make on Mary's spelling, on Mary's lettering, the style of it. You make your comments while Mary is returning to her seat—and, so you go around the world giving individual pupils opportunities to identify all the continents. Continue to call attention to new words.

C. The Ocean

You can start your lesson by saying: "I wonder what large body of water or ocean the Pilgrim Fathers crossed when they came from Europe to North America?" Someone is going to know the answer. If the class remembers the adventurous story of Magellan you told them in the Approach part of this unit you can ask: "What very large body of water did Magellan cross after he crossed the southern tip of South America?" Never mention the name; encourage the name; encourage the children to think. Remember that "educate" means to draw out, not to pour in. The child who answers "The Pacific Ocean" gets the job of pointing to it on the globe.

1. A large area of water is called an ocean. Ocean water is salty; it is the home of many kinds of fish. 2. Man uses the ocean as: shipping lanes, as a source of food and other products, for recreation.

3. There are five oceans: The Pacific, Atlantic, Indian, Arctic, and Antarctic. All the oceans are connected forming one big ocean with five separate parts. The Pacific Ocean is the largest ocean; it is to the west of the United States. The Atlantic Ocean is to our east. The Arctic Ocean is the smallest ocean; it surrounds the North Pole. The Antarctic Ocean touches Antarctica where the South Pole is located. The Indian Ocean is not in the Western Hemisphere. It touches Africa, Asia, and Australia in the Eastern Hemisphere.

D. Lakes, Gulfs, and Rivers

1. Lakes, rivers, and gulfs are smaller areas of water. Four of the Great Lakes form a boundary line between the United States and Canada. Great Salt Lake is an important lake in the western part of our beautiful country.

2. The Mississippi is the largest and most important river in the United States. It is in the central part of our country. It flows into the Gulf of Mexico. Two of its main tributaries are the Ohio flowing from the east and the Missouri flowing from the west. 3. There are other important rivers in the United States—the Columbia in the northwestern part of our country and the Colorado in the southwestern part.

4. The Gulf of Mexico is south of the United States. A gulf is a large body of water (smaller than an ocean) partly surrounded by land.

E. Landforms

1. The land on the surface of the earth is uneven. 2. Land may be in the form of mountains, valleys, hills, plains, and plateaus.

3. High, sloping lands are called mountains. 4. In the United States, the highest mountains are the Appalachians in the east and the Rocky Mountains in the west.

5. A valley is the lower land that stretches on either side of a stream. 6. However, sloping lands are called hills. 7. Level lands are usually called plains. Plains may be either high or low. They stretch along oceans, lakes, and rivers and are found in valleys of streams.

8. Plateaus are stretches of high land that are more or less level; sometimes they are called "table lands." Sometimes they are cut up by streams and have the appearance of mountains.

F. Climate

1. Climate is the sum total of weather over a period of time. 2. It comprises: temperature or the degree of heat or cold; cloudiness or fairness; windiness or calmness; moisture as rain, snow, fog, hail, etc. 3. Climate varies in different places due to different causes.

4. The climate of the United States varies from region to region. There is no abrupt change from one climate region to another. 5. A region having short, warm winters is said to have a mild climate. (Examples: Florida and southern Texas.) 6. Minnesota and the Dakotas are examples of continental type of climate, characterized by harsh, cold winters and hot summers. 7. Marine type of climate characterized by cool, rainy summers and mild winters is found on western coasts, such as Oregon and Washington. 8. Climate helps to determine where and how people live.



Studies of maps and globes are an important phase of this lively unit on fourth grade geography as taught by Sister M. James, O.S.F., at Holy Rosary School, Columbus, Ohio.

V. UNDERSTANDINGS AND SKILLS ABOUT MAPS AND GLOBES

A. Understandings

1. A map shows a place as if we were looking down on it. 2. Maps show where places are but not how they look. 3. Different maps of the same place show different things. 4. Maps show things by using symbols. 5. Maps show only important places. 6. Different maps may use different symbols; i.e., hills and mountains are usually represented by colors as yellow, brown, or light and dark shadings. 7. On a map, north is usually the top, south toward the bottom, east to the right, and west to the left. 8. Maps show distance, location, and direction. 9. A globe is a sphere with the map of the earth on it.

B. Skills

1. Reading and interpreting map symbols. 2. Finding true direction: East is toward the rising sun; west is toward the setting sun. The noonday sun is toward the south. At night we find directions by locating the North Star and other heavenly bodies. We can find directions also by the compass.

VI. ACTIVITIES

A. Draw maps showing: (1) the Hemispheres, (2) the Continents and Oceans, (3) the Equator and Polar regions.

B. Read the text and other references: (1) to help solve problems, (2) to verify guesses and surmises, (3) to help prove a point of discussion, (4) for pure enjoyment, (5) to hold discussions, (6) to locate places on maps and globes, (7) to find and post, north, south, east, and west.

8. Collect pictures and stories from local newspaper and organize a bulletin board. 9. Make written and oral reports. 10. Make a picture post card album. 11. Report on travel experiences. 12. Use a flashlight and globe to illustrate the rotation of the earth and how we get day and night. 13. Play games involving place names and geographic skills.

Summarizing Activities

1. Large map showing hemispheres, continents, and oceans.
2. Large map of the United States showing land forms and place names.
3. Movies and filmstrips showing hemispheres, continents, and oceans.
4. Objective test.

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WHAT DO YOU KNOW ABOUT THE BIG WORLD?

A quiz to accompany this unit

PART I. Write TRUE before a statement that is true, and FALSE before a statement that is false.

1. The surface of the globe is a map of the world.
2. A flat map is a more accurate map than a globe.
3. Maps may show important things through symbols.
4. The earth has a place in the sky, just as the sun and moon have.
5. The Indian Ocean can be seen in the Western Hemisphere.
6. The stars do not shine in the day time.
7. Most of the earth's surface is water.
8. Australia is the largest continent.
9. East is always to the right.
10. In the daytime, we can locate north by finding the North Star.
11. A hemisphere is half a globe.
12. The Equator and Prime Meridian are real lines around the earth.
13. Many people live on the continent of Antarctica.
14. It is possible to prove that the earth is round.

Answers to Part I

- | | | |
|----------|-----------|-----------|
| 1. True | 6. False | 11. True |
| 2. False | 7. True | 12. False |
| 3. True | 8. False | 13. False |
| 4. True | 9. False | 14. True |
| 5. False | 10. False | 15. True |

15. The Eastern Hemisphere has more land than the Western Hemisphere.

PART II. Underline the best answers.

1. The largest ocean is the Arctic, Indian, Pacific.
2. A line separating two places is called, boundary, plateau, equator.
3. The largest continent is Europe, Asia, Africa.
4. The continent known as the "Island Continent" is Australia, Africa, North America.
5. "Little America" is in South America, North America, Antarctica.
6. On a map, east is usually toward the right, left, top.
7. Large bodies of land are called areas, continents, plains.
8. The continent having more high land is Europe, Asia, North America.
9. The ocean which is wholly in the Northern Hemisphere is the Arctic, Atlantic, Pacific.
10. To the east of the United States is the Pacific, Indian, Atlantic Ocean.

Answers to Part 2

- | | |
|---------------|---------------|
| 1. Pacific | 6. right |
| 2. boundary | 7. continents |
| 3. Asia | 8. Asia |
| 4. Australia | 9. Arctic |
| 5. Antarctica | 10. Atlantic |

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2. "Ocean Tides," 1 reel, 14 minutes,

sound, black and white or color. *Encyclopaedia Britannica Films.*

COLLEGES AND UNIVERSITIES

College Donations

Gifts of \$49,132,286 were made to 182 Catholic colleges and universities in the United States in 1958-59, an increase of 40 per cent, according to the Survey of Annual Giving and Alumni Support of the American Alumni Council, sponsored by the John Price Jones Co. of New York, financing and public relations firm.

This 40 per cent increase for Catholic institutions surpassed the 30 per cent increase of other colleges and universities.

Georgetown University reported gifts of \$4,706,380; St. Louis University \$2,932,479; Catholic University of America \$2,611,411; and Notre Dame \$2,027,063. Eleven institutions received a million dollars or more.

Of the total \$10,035,969 was contributed by 152,183 alumni. These alumni gifts totaled an increase of 33 per cent over those of the preceding year, and more than doubled the 15 per cent increase of alumni giving to all institutions of higher learning. The national leader in alumni giving was St. Thomas College (St. Paul, Minn.) with \$1,116,500, followed by St. Louis University with \$729,603, and Notre Dame with \$703,680. Total alumni giving represented 20.4 per cent of the total support of Catholic higher education.

On Educating the Teacher

Rt. Rev. Msgr. James P. Shannon, president of the College of St. Thomas, St. Paul, Minn., in addressing the 1960 School for Executives of the American Association of Colleges for Teacher Education, said:

"As the president of a liberal arts college and as the spokesman for many professors in liberal arts colleges, I submit that within the past three decades we have given far too much emphasis to the techniques and tricks of education and far too little to its substance. We have stressed the manner of teaching and neglected the matter to be taught."

With the hope that his audience would agree on most of them, he submitted the following nine principles as guides for future administration of colleges for teacher education:

1. That the tradition of liberal education is a necessary and vital part of the training of any classroom teacher.

2. That emphasis in the college curricula during the past three decades has tended to neglect the courses regarded as essential to the liberal education of the teacher, especially those courses

which give the student a disciplined command of his own language and a genuine appetite for the best things written in the language of the past.

3. That the basis of any liberal education is a disciplined skill in the use of words and numbers, and that these skills are noticeably lacking in many of our college graduates today.

4. That the responsibility for training our students in these skills rests on the members of every academic department in the college, not merely on the professors of English and mathematics.

5. That it is one burden of the college administration to see that *this responsibility* of every faculty member is clearly defined and accepted by the faculty member.

6. That each institution take steps at once to determine how well or how poorly these basic skills in language and in numbers are now mastered by their graduates and their senior students.

7. That proponents of the liberal arts or purist position re-examine their consciences to determine how much of the blame they deserve for whatever failures

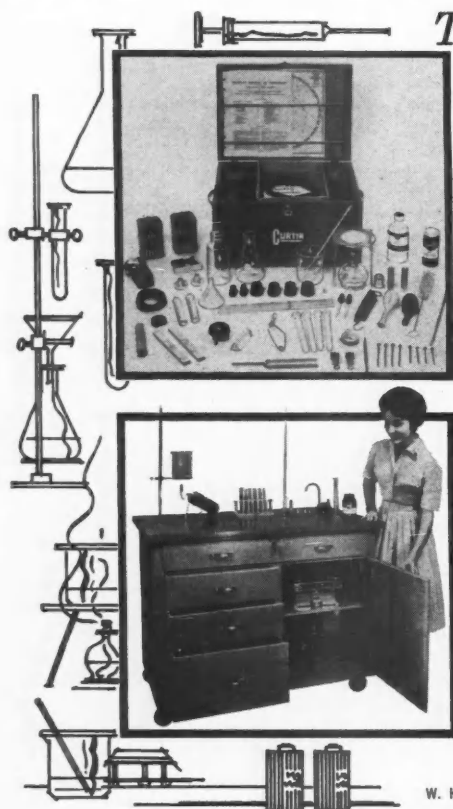
in teacher education there have been in the past.

8. That the professional educators re-examine their position to determine how much of the present weakness in our programs to teacher training could be corrected by increasing our requirements of liberal arts courses in our colleges and in our state standards of certification.

9. That the administrators of our colleges convince their several faculties that the task of preparing competent teachers is not the exclusive responsibility of the department of education but that it is a burden and an honor shared by the entire faculty of the college.

Will Offer Chinese Language

As part of the Institute for Asian Studies and as an introduction to the study of Chinese culture, St. John's University will offer a program in elementary Chinese beginning September, 1960, at the Jamaica, N. Y., campus. The undergraduate course, designed for those having no previous knowledge of Chinese, is offered as background for students having a special interest in China and as preparation for those who intend to pursue a graduate program in Asian studies. The Asian Institute, which is under the direction of Dr. Paul K. T. Sih, was initiated at St. John's in September, 1959.



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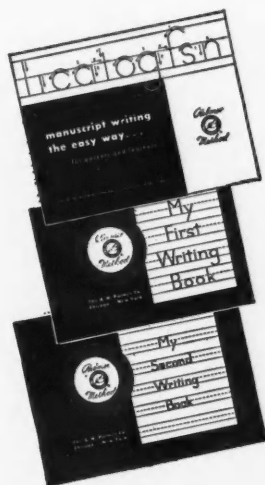
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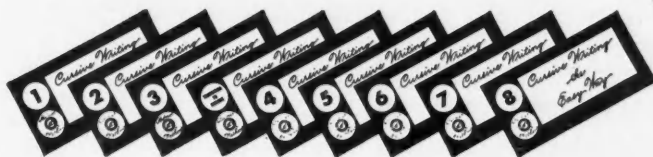
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Catholic Management Section



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NOVEMBER, 1960

What Public Relations?

What Catholic Image?

It begins with the individual, the parish, the diocese

By Paul Brindel

● More than 5000 American corporations began 1960 with public relations departments or outside counsel under retainer at fees up to six figures annually. Last year, there were 1250 of these public relations firms, consultants, practitioners, etc., in existence, and at least a half dozen of them collected total fees of \$1 million.

Yes, public relations is big business—in terms of money and also in its manipulation of public opinion which affects the lives of every man, woman, and child in this country. Still a realistic priest and editor, Father Richard Ginder, writing recently in *Our Sunday Visitor*¹ declares:

"We Catholics have no public relations system that I know of. We have our NCWC News Service, it is true, but that is mostly a sort of 'intercom' amongst ourselves. NC news is prepared for Catholic consumption. The Bureau of Information of the NCWC supplies some background material on Catholic news and events for the secular press, but its operations are limited by a small staff and budget."

In another recent article in *America*,²

James E. Bulger, a Catholic layman with 40 years' experience in public relations and an organizer of Chicago's Public Relations Clinic, agrees:

"Public relations have come to some Chancery offices. . . . The Ordinary of a diocese has a public relations program more important and more complicated than that of corporations, yet where is the bishop who relies on a public relations advisor as implicitly as he does on his lawyer? It is not sufficient, however, that only a handful of priests know about this movement. The educated Catholic laity ought to be familiar with it."

Defining Public Relations

To be familiar with anything, one must have some idea of what it is all about. Not even one tenth of one per cent of our 40 million—plus the 1960 "statistical"—U. S. Catholics can even approximate a definition of "public relations." Father Charles F. McCarthy, M.M., suggests this definition: "Be good and see to it that you get the credit."³

Fortune magazine has three times used this identical definition: "Good

performance, publicly appreciated because adequately communicated."⁴

Good performance! Ask any critic of the Catholic Church or scan the record of twenty centuries. *Publicly appreciated because adequately communicated!* It is here that the inadequacy and ineptitude of Catholic public relations contributes to (1) the increasing dearth of vocations; and (2) a convert record of fewer than three per priest annually;⁵ (3) the loss of millions of dollars in contributions each year, a considerable factor in the record number of our children *not* receiving any Catholic schooling; and (4) the steady erosion of faith of millions because of inadequate or no parish ties to sustain them.

Incredible? Let's look at the record, but not just at the brighter side. There is a brighter side, of course, such as Bishop Sheen's television programs; articles about Cardinal Spellman in *Fortune*,⁶ or of Cardinal McIntyre in the *Saturday Evening Post*;⁷ the pungent reply of Father John A. O'Brien of Notre Dame to Bishop Pike in

¹*Fortune* magazine, Mar., 1939, p. 83; May, 1949, p. 67; and Nov., 1955, p. 110.

²The 1960 *Official Catholic Directory* lists 53,796 priests and 146,212 converts, a ratio of one to 2.7. — Editor.

³*Fortune*, Feb., 1960.

⁴*Saturday Evening Post*, Sept. 12, 1953, "The Private Life of a Catholic Cardinal."

¹*Our Sunday Visitor*, July 10, 1960, p. 2.

²"Public Relations for the Church," *America*, July 9, 1960, p. 435.

³*Meeting the Vocation Crisis*, by Rev. George L. Kane (Westminster, Md.: Newman Press, 1956), p. 32.

*Look*⁸ magazine; the Catholic Hour, the Christophers, the Sacred Heart, Ave Maria and similar television and radio programs. Indeed, these do project an image of the Church and its teachings into the homes of millions, many of them non-Catholics.

What Is an "Image"?

The word *image* applied to an individual or an institution has become a household expression since Irwin Ross last year wrote *The Image Merchants*.⁹ This book of brutal realism might well be required reading in every chancery, rectory, major seminary, and religious community. Ross was the first to point out that men and women of public relations are "in fact and without distortion *image merchants* who endlessly create, delineate, adumbrate, and project the most flattering available images of their clients." Thus, we find *Newsweek* announcing on its front cover of September 5, "The Nixon Image—The Kennedy Image." Similarly, *The Catholic Digest* quotes a *Fortune* article: Cardinal Spellman was quick to impress upon the public mind *an image* much truer to the great body of metropolitan Catholics.¹⁰ (Emphasis added.)

Catholic Image Is Blurred

Unfortunately, the Catholic image as projected in most parishes is blurred, to say the least. Still, the Church is the parish and the parish is the Church.¹¹ This fundamental identity is recognized in canon law as it pertains to vocations, converts, the sacraments, education, contributions, in every phase of Catholic life and practice except public relations. Any diocesan public relations program is an illusion unless it functions at the parish level. Yet, seldom is this the case, especially in an ecclesia suburbia where some ten million Catholics now reside, according to the 1960 census.

Here is a typical example of poor public relations on the parochial level:

Last year a Catholic magazine cited a diocesan superintendent of schools as an outstanding administrator (which he is) and as an exponent of public relations for Catholic education. Several months later, he and his bishop went to a suburban town to dedicate

the first parochial school in half a century. No newspaper reporter nor photographer was present: none had been invited. There was no broadcast over the local radio station. County officials—one third of them Catholic—were absent, also uninvited. Also absent was the diocesan "director of public relations" who a few weeks before had written a magazine article as to the necessity and importance of good public relations. It is hardly surprising that only one newspaper story was published, and that this appeared in neither the local press nor the diocesan weekly.

Much more is at stake than a few inches of newspaper space, for most emphatically, public relations is not synonymous with publicity. Again, the incident shows that too many diocesan public relations programs function only in terms of the Chancery, the diocesan newspaper, and a handful of metropolitan dailies of the See city. An analogy would be if after seeing the 1961 automobiles on television, you found only 1914 touring cars on sale locally.

Invite the Non-Catholics

In just one year, a new parish school with a capacity of 400 pupils saved \$120,000 for the taxpayers of the community—80 per cent of them non-Catholics. Why not tell them about it? Why not invite them to see this school built for \$8 per sq. ft., at just about one half of the cost of public school construction? The previous year in the same community several thousand had voted to reimpose taxation upon private schools. If they had seen the school, would they have retained their prejudice?

It has been two years since the Holy Father announced plans for the first General Ecumenical Council since 1870. Thousands of words have been printed about it; comment has been overwhelmingly favorable. Millions of non-Catholics undoubtedly have a high regard for Pope John XXIII. However, in terms of the average American parish, this ecumenical council means little or nothing! Hundreds of new parish schools and churches are being dedicated this year in our 50 states. How many parishes have—or will—invite our non-Catholic brethren, both clergy and laity, to be present? In the September issue of *The Way of St. Francis*,¹² Father Mark J. Hurley, a California educator, recounts how the Lutherans of Cali, Columbia, sent their

choir to help provide music for the First Communion Sunday in a Catholic church. This incident occurred in a South American republic where Catholics and Protestants are supposed to be at loggerheads!

Writing in *The Priest*,¹³ Father M. G. Kelliher recounted a visit of a Protestant minister with his Sunday school pupils to an Iowa Catholic church where they listened with attention and courtesy to an explanation of Catholic doctrine and had their questions answered. Similarly, at St. John's University, Collegeville, Minn., a Catholic bishop, four Benedictine abbots, and a number of superiors and administrators of Religious Orders met with several dozen Episcopalian, Presbyterian, Lutherans, and Congregational clergy in a week-long institute. At the close of the conference, they passed a resolution of thanks to the monks of St. John's for providing them with "new insights for understanding ourselves and our fellow men; a better appreciation of the Christian faith we hold together, and the fellowship and friendship made possible by Christ."¹⁴

By contrast, what ecumenical "image" is projected in your parish and diocese? How many Ordinaries have authorized public recitation of the beautiful "Ecumenical Litany" composed in Antioch of Syria and printed in color in the *Maryknoll Magazine*?¹⁵

Decline in Vocations

The decline in vocations—priests, sisters, and brothers—has caused concern and now alarm in many dioceses and Religious Communities. Scores of Catholic publications, and even the daily press, have advanced such reasons as parental interference, or apathy, "going steady" at fourteen, lack of altar boys, the increasing number of children not receiving a Catholic education, and even "stuffed shirt" clerics.¹⁶ Most of these stories, articles, and editorials cry *alarum spirituel*, but they offer little that is constructive and of value at the parish level. A happy exception to this attitude was three-quarters of a page of pictures and text that appeared in the August 16 issue of the San Francisco *Examiner*,¹⁷ a large metropolitan daily.

⁸*The Priest*, Sept., 1960, p. 830.

⁹*The American Benedictine Review* (Collegeville, Minn.), March-June, 1960, p. 19. See also pp. 132-153.

¹⁰*Maryknoll Magazine*, Oct., 1960, pp. 32-33.

¹¹United Press International story by Louis Cassels, Aug. 13, 1960.

¹²San Francisco *Examiner*, Aug. 16, 1960, Section II, pp. 1-2.

¹³*The Way of St. Francis*, Sept., 1960, p. 18.

⁸*Look*, Feb. 16 and May 10, 1960 issues. Also *Reader's Digest*, Sept., 1960.

⁹*The Image Merchants*, by Irwin Ross (Garden City, N. Y.: Doubleday, 1959), p. 17.

¹⁰*The Catholic Digest*, Sept., 1960, p. 56.

¹¹For a definitive analysis, see Chapter 3 of *Northern Parish*, by Joseph B. Schuyler, S.J. (Chicago: Loyola University Press, 1960).

The article, entitled "The New Look in Nuns," reads as follows:

"Once the religious community was often considered a refuge of the jilted, the broken-hearted, the wallflowers, the plain Jane who dedicated herself to good works as a substitute for good looks. But who are the girls who enter the convent today?

"Pretty, popular, interested in clothes and boys, here are four Bay Area girls typical of those who plan to serve God in the nun's habit and who shatter yesterday's image of the convent bound. The other day, Susan M., a tall vivacious blonde was guest of honor at a large and lively teen-age party. A ring of boys surrounded her, girls paused to admire her Tahoe tan and chic white sheath. An outsider would never have guessed that the 17-year-old having such a good time was about to exchange the becoming frock for an ankle-length, sombre black dress, to cover the wavy hair with a black veil, to wipe the bright color off her lips and fingertips, and to listen to religious music instead of Johnny Mathis.

"All around the Bay, many others like her are giving up busy social lives, lots of boy friends and dates, and all the interests of the average 17 year old to enter religious orders. Since last Sunday, Susan has been in the Saratoga novitiate of the Sisters of Notre Dame. *She is one of 23 girls out of a June graduating class of 160*

at Notre Dame High School in Belmont to join a religious order. (Emphasis added.)

"In Richmond, two chums since grammar school are among the 14 Oakland Holy Name High School graduates going into that Order's novitiate in Los Gatos next Monday.

"A San Francisco Mercy High School graduate is one of 10 in her class who will report to the Sisters of Mercy novitiate September 8."

What Catholic Press?

While all this frivolity may dismay some Sister Superiors, the Catholic weekly ignored the entire vocation story. How many other Catholic high schools this year produced 23 novices, 14, or even 10? This occurred in an area not notable for its plenteous vocations, for example, last June, one major seminary graduated only a dozen diocesan priests. This article is being written in a parish which in 66 years has never produced a priest, nun, or brother!

Almost as important as these 47 vocations from just three high schools was the vocational image projected by this newspaper article into the several hundred thousand homes. What was the image? Prenovitiate parties

around swimming pools of expensive estates for pretty, popular girls choosing the cloister . . . the smiling remark of Susan: "Some of the boys tried to talk me out of it. But I think in my heart, it is what God wants me to do."

Here is the spirit of the counter-Reformation, the gaiety of Campion.¹⁸ As with him, Robert Southwell, and scores of others, it is again the flower of Catholicism in terms of affluence, ease, social prestige and education which hears and heeds His call. In St. Matthew's gospel (16:13) our Lord asks: "Who do men say the Son of Man is?" Today when men ask the same of Christ's Church in *your* community, what is the answer? What image of His Mystical Body does *your* parish, your diocese, project?

What image do we create in terms of Christian unity, vocations, religious education, youth guidance, Sunday Mass for the aged and infirm, Catholic music, art and literature? Does the Angelus tell the story of the world's first miracle, the Incarnation? Are your parish organizations "dying on the vine"?¹⁹

¹⁸Edmund Campion, by Evelyn Waugh (New York: Little-Brown, 1946), p. 122.

¹⁹Our Sunday Visitor, July 10, 1960, p. 3.

Educational Television— an asset to our town

By Very Rev. Msgr. John B. McDowell, Ph.D.

Superintendent of Schools, Diocese of Pittsburgh

● I LIKE EDUCATIONAL TELEVISION. It plays an important role in the education of the total community and a significant role in the educational program of the school.

Obviously, that is a very broad statement which requires some qualification. I cannot speak for educational television as it exists in other sections of the country. If one can trust articles about other programs and statements by colleagues in other sections of the country, educational television is fairly

successful everywhere. However, I am in no position to judge the total picture. Speaking of educational television as it exists in Pittsburgh, I am convinced that it is a tremendous asset in the education of the entire community.

The early days of educational television were hazardous. There were days, weeks, and months when the most charitable attitude one could take was to maintain a discrete silence about its possibilities. Lack of proper personnel, amateurish productions, inade-

quate programming, and countless other problems caused even the most devoted advocate to raise an occasional eyebrow. But now, due to intensive study and strenuous labor of many dedicated people, most of these problems have been overcome, or at least controlled to a reasonable extent, so that the effectiveness of educational television has been increasing steadily.

There are many facets to educational television, but only its impact on the adult community and on our Catholic

school system will be discussed here. Educational television can make—and is making in Pittsburgh—a significant contribution to the general cultural improvement of the adult community. No comparison can be made between the general fare available on the commercial channels and the educational stations. Good music, good news coverage and analysis, discussions of local, state, and national problems by outstanding men in the field; programs in reading, literature, elementary and advanced mathematics, science, business, and fine arts are available almost every evening on our educational television station. Whether or not one agrees with everything that is presented, the fact remains that there is an interested, unseen audience composed of knowledge-seekers who are viewing programs of a cultural and refining quality. They are being entertained by fine programs by talented artists; they are being intellectually challenged by experts or by just ordinary people who intelligently discuss current issues.

A personal experience proved to me that there is an enthusiastic audience. Several times, I have appeared as a panelist on a program that involves viewer participation. While the panelists are asked questions, viewers immediately call in other questions to be presented to the guests. During a recent half-hour program, more than 50 questions were brought in from the switchboard and read hurriedly on the air. When I left the studio, the operator told me more than 75 additional questions had come in, and that the station had to stop the calls before the 30-minute program was completed. Other panelists have had similar experiences.

Aids Adult Education

Television adult education courses covering a variety of fascinating fields have been well received. Indicative of public interest are the records of course registration and the numerous requests for readings and guide books. But most convincing proof of etv's acceptance by the general community is the continuing support it receives. Financially, there are countless problems, but our local situation is improving. The number and amount of contributions increases year after year. Not only is this proof that more people are taking advantage of the programs, but also that they are willing to pay for the service, instruction, and entertainment they receive.

ETV in the Curriculum

Televised adult education courses the regular educational programs of the schools in Pittsburgh. It has been almost revolutionary both in presenting basic instruction and in the area of enrichment.

Instruction in basic subject is quite routine on our local station. Reading, arithmetic, elementary and secondary science, modern languages for both elementary and secondary levels, speech, art, music, literature, and social studies are part of the daily schedule. Many of the more important programs are repeated daily in the morning and afternoon so that teachers can more easily adjust their classroom schedules. Manuals and materials are available to the classroom teacher upon request to give her background in preparing the next class. These materials help the teacher prime the class for lessons and include suggestions for follow-up work.

However, educational television is only another—although new—teaching aid. It is not, and does not pretend to be, a substitute for the teacher. In its very early days, those promoting educational television frequently encountered teachers who feared an insidious plot was underway to replace them. No sane person would ever attempt to substitute a television set for a teacher. Teaching is too personal, too intimate, too important to be undertaken totally by remote control.

In the classroom of a good teacher, educational television is a powerful aid to both the students and the teacher. In the classroom of the poor teacher, it is of comparatively little value. Televised classes are effective to the degree that the teacher prepares her students for them, watches for points during the lesson that will need more attention later, and follows up by reinforcing and clinching the objective and attending to individual needs.

The impact of such instruction depends to a very great extent on the communication possible between the television and the classroom teachers. The successful television teacher needs not only a wide experience in the classroom, but also information acquired through frequent contacts with regular classroom teachers. Even the best television teacher cannot anticipate every need, but a few suggestions from the classroom teacher can be a helpful guide. In this sense, the television and the classroom teachers become partners

in the instruction of the children. Now, through the magic of television, the pupil has two teachers.

There are many areas of televised education that need more study and research. While proven and tested programs can be taped, it seems apparent that live telecasts are safest at their first showing. In certain areas and for students at certain levels, the classroom teacher may become less important, although not, perhaps, dispensable. Undoubtedly interested individuals will be found to appraise these possibilities.

Learning Is Self-Activity

Theoretically, educational television makes sense. If our school program is to maintain a high level of achievement, students should gradually become more independent of their teachers as they move into the higher grades. This is obvious to those who have gone through elementary, secondary, college and university programs. Learning is self-activity: as one matures and develops intellectually, one becomes quite aware of this truth. The student knows he must take the initiative if he is to succeed. In the lower grades, the teacher prods, watches, guides, insists, and acts as a general monitor. All this contributes to the teaching-learning process. But as he matures, the student encounters challenging teachers who say in effect: "There it is, students. If you want it, you know what to do." This is learning as it ought to be. If students do not gradually become more independent, if they must be taught, supervised, watched, disciplined, cajoled at the upper levels to the same degree as they were at the primary levels, then a basic weakness exists.

To challenge students is one reason why an attempt is being made to offer some subjects by television which could not otherwise be offered in our system. Sometimes, when the course begins, the teacher knows little more about the subject than the students, but she is willing and even eager to learn along with the children. The teacher's maturity—and her telephone which places her only a few moments away from the television teacher—leaves her in an ideal position to offer her students every help. Carrying out this principle, television programs offer various modern languages at both the elementary and secondary level, which otherwise could not have been offered.

Enrichment Programs on ETV

As a modification of this same idea,

better students at every level are able to view programs that are essentially enrichment opportunities. The effective way this programming has been utilized has been of great assistance in our diocesan schools. Selected enrichment programs are made available to the advanced groups at specific times. These children are then taken from their regular classrooms into another room. A teacher's aide or volunteer mother is responsible for the group. She merely observes while the television teacher and the children co-operate on a new lesson. She may repeat an instruction or a page number for someone who missed it, but she is not expected to teach. This plan functions adequately under the direction of an alert principal and with co-operative teachers who arrange workable schedules and who enlist the assistance of volunteers. The regular teacher is now free to give extra attention to those students who need just a little more time, a little more explanation, a little more practice.

What Makes ETV Succeed?

Many articles have been written, and addresses given citing the reasons for the success of educational television — and for its failures. In the terms of my own experiences, I believe that its successes outweigh its failures. Failures exist, of course, as they do in any and every teaching effort. But from observing the ventures that have proven successful, I am convinced there are certain common factors for the success of educational television.

One main reason is the happy selection of teachers who give the courses. All will recognize that the teachers of any community vary in ability and in personality. Presumably, the normal curve applies here as it does elsewhere. Some teachers are slow, hazy, unable to strike a responsive chord. Others are brilliant, able, experienced, and effective. Some excel in reading, or art, or in social studies, while others are weak. We would delude ourselves if we failed to recognize such individual differences.

Top Notch Teachers

Let us assume that the best teacher in science, or reading, has been discovered, and that every student — and incidentally, every teacher — is given an opportunity to learn under the direction of that expert teacher. This is precisely the opportunity that educational television offers! The very best teacher, the most experienced teacher,



Sister M. Rosalie, S.C., director of the Pittsburgh diocesan radio and television school, conducts in-service training courses for classroom and television teachers. She uses a mock camera to illustrate her lecture.

the master in some field is, through the magic of television, brought into each classroom. This is one reason for etv's success. Not only does it help the student, but it makes for better teachers — for teachers never fail to learn something new, a different approach, a better developmental plan from the master teacher.

A second reason for its success is the very real and intimate relationship that is established between television teacher and the child. In some ways, this relationship can be just as close and personal as the classroom teacher's and, under certain circumstances, it may even be more effective. The television teacher makes each child feel as though he is the only one in the room, and that she is talking directly to him. When she peers out of the TV set and says, "Take out your book and turn to page 30," the student responds as though she were sitting on his desk. He may possibly respond more readily to her than to his own classroom teacher. By proper use of her eyes and proper dialogue, the television teacher gives a definite impression that she is dealing with each child individually. As long as the child has a clear view of the set, a direct and advantageous personal contact is possible. In the television class, every child has a front seat.

Still another advantage of television is that small details can be presented more effectively to the student than in the regular classroom. With the twist of a wrist, the television technician can make the nervous system of a crayfish or a bend in the Nile River,

24 in. wide, so its details can be seen with great clarity and concreteness by everyone in the room. The teacher then takes a pointer, and says, "This is the muscle, or this is the river bend we're talking about." In the classroom, a teacher might bring a group of children around a desk to view the remains of a crayfish, or point out a spot on a blackboard map — techniques that may lose the attention of the students.

These are some reasons why educational television is successful. This is why the good teacher can use it so advantageously, utilizing its strong points to enhance her own presentation. I am aware, too, of the disadvantages of education television. However, most objections have validity only when television is considered as a substitute for a teacher, not as an aid in her hands.

The Broader Aspects of Success

Behind any successful program there are many successful factors. Four important ones come to mind. First, is the Board of Directors, a group of dedicated, community-minded people who spearhead the program. The group is not expert in either television or education, but they are interested, dedicated people who believe in this new medium and who want it to succeed. They are not joiners; but they work strenuously, accept assignments and produce results. They are convinced that educational television plays an important role in promoting the common good and the general welfare.

Fortunately, our local group is truly

(Concluded on page 60)

New silhouettes
in today's . . .

Bell Towers and Spires

● GENERAL ACCEPTANCE of a particular construction feature as essential to a particular type of building may be misleading. Often study and investigation disclose that the element is not essential. Church spires and bell towers are cases in point.

An elementary requirement of good architecture is that a building should express its nature clearly. In other words, the structure should be readily identifiable as to its type, use, and function. Identification can be readily made by a distinguishing mark. Thus, spires, steeples, and bell towers, which have been so commonly used as prominent parts of church design, have for centuries past been generally accepted as design characteristics of a church. To many people, bell towers and steeples seem not only characteristic of, but essential to church design. To them, the thought of a church without spire or bell tower is unacceptable. No *proper* church could be lacking in such an essential element!

"Lift Up Your Hearts"

Spires and bell towers have been used almost exclusively as part of church design; with some notable exceptions, they are rarely found in other types of buildings. Some spires are merely spires; others serve as bell towers. A bell tower need not be a spire or steeple. There are many beautiful towers and spires that are inspiring, breath-takingly daring and courageous in design. These forms, thrusting toward the sky, have symbolized for untold numbers the heavenward aspirations of men lifting their hearts to God. They seem to embody the *sursum corda* exhortation of the Preface of the Mass. Among the best examples are the towers of Cologne cathedral rising more than 500 feet above the plaza below. The rich, deep, sonorous peal of its magnificent bells produces a powerfully moving effect on persons within sight and sound. Under the spell of the bells, man's soul is uplifted and almost freed in fantasy to soar above and beyond the birds wheel-

By Lawrence E. Mawn, A.I.A.

Sketches by the author



Rectangular, triangular, arching, straight, or conical — modern bell towers contribute a new look to the horizon. At the far right is a sketch of the bell support at the Chapelle du Rosaire in Vence, France, designed by Matisse.

ing and gliding around the ethereal finials and pinnacles.

Yet, despite all their aesthetic power and charm, spires are not essential to a church. Bell towers per se are not canonically required. Many famous churches and basilicas are without spires, steeples, and bell towers. Most notable is the present St. Peter's basilica at Rome. Although it has a dome, it does not have a spire or bell tower. Its bells are suspended at openings in the upper part of the front wall. In the early Christian centuries, bell towers were not common. The earliest record of a belfry is that on an earlier St. Peter's erected under Pope Sylvester II in the eighth century, which was later replaced.

Bells Required by Canon Law

Although bell towers are not required per se, bells are canonically required. Canon 1169, paragraph 1, states in effect, that it is fitting (*convenit*) for each church (*cuiuslibet ecclesiae*) to have bells by which the faithful are called to divine worship and religious activities. The requirement of bells was clarified in the September 1958 Instructions of the Sacred Congregation of Rites, Nos. 90-91. As published in the October, 1959, issue of *Worship*, these Instructions "require that those responsible should try with all their power (*totus viribus*) to provide at least one or two bells, even if they are small bells, and this not merely in parish churches and other churches, but also in public and semi-public oratories." The Instructions further "prohibited the use of any kind of machine or instrument in place of sacred bells, in order to counterfeit or amplify a sound of bells mechanically or automatically, and any liturgical use of a carillon genuine or not. . . . Non-liturgical use of a carillon, preferably with genuine bells, for the playing of hymns or melodies" is permitted.

Because real bells are requisite, suitable methods and means of hanging them for proper use are necessary. Good judgment and proper regard for the sacred dignity of the bells used in connection with liturgical services, indicate certain basic requirements in their installation. Many bells are consecrated; all bells should be blessed. A sense of their dignity is conveyed by the words of the psalm employed in their blessing: "The voice of the Lord is in power, the voice of the Lord is in magnificence."

Accordingly, bells should be placed out of general reach and access. They

should be available for ringing only by authorized persons or by electric devices (which appear to be permitted). Books on the liturgy list many liturgical uses for bells: to call the faithful to Mass and other liturgical services; to ring the Angelus; to announce the sacred moments of the Elevation of the Mass, and of Benediction, and processions of the Blessed Sacrament; to express joy at the Gloria on Holy Thursday, at the Easter Vigil services, and on Easter Sunday; to appeal for prayers for the dying, to announce a death, to toll a funeral Mass.

Many Famous Bell Towers

Raising bells aloft provides a suitable setting. Raising them above certain sound barriers is important. It was particularly important before the universal use of clocks and watches. Placement aloft in towers was so common that the bell tower became a sign of a church building, as previously mentioned. Some bells were hung in a spire; others in a bell cote; others in a separate bell tower or campanile. The English churches and California missions are both types of architecture that feature bell cotes as an integral part of the church. In some traditional styles of church architecture, such as Gothic and Romanesque, and their many regional variations, the spires and bell towers were customary.

Many well-known churches are remembered more by their towers and spires than for any other particular architectural feature. This is understandable, for the high parts are seen first when approaching, and last when leaving. Some bell towers are especially memorable: those of Notre Dame overlooking Paris and the Seine; that of San Francesco at Assisi rising above the plains of Umbria; of Santa Francesca Romana visible above the Roman Forum; of San Marco at Venice, majestic above the Piazza and Canale di San Marco; of Pisa with its wide sweep of green lawn; and Giotto's tower at Santa Maria del Fiore amid Florence's traffic. Their grandeur and beauty are universally acknowledged.

Are They Needed Today?

At the present time, the necessity and merits of bell towers are being subjected to critical scrutiny and questioning. A growing tendency is noticeable away from the use of the bell tower in its traditionally enclosed form. When churches dominated the landscape of cities, towns

and countrysides without competition from other high structures, the great value and significance of bell towers could be readily recognized. Amid today's far higher towers of commerce and industry, the same value and significance are not as readily obvious.

Cost of Construction

During the current period of extremely high building costs, close examination is being made of all the elements that constitute a church building for the purpose of reducing over-all construction costs. Under examination, justification for the cost of a traditionally enclosed bell tower often appears dubious. Cost differs in various areas of the country. In an area known to the author, the construction cost of an enclosed bell tower of minimum practical dimensions and of minimum quality materials can be conservatively estimated at averaging \$500 and more for each foot of height. Consequently, there is a well established trend toward the design of open frame structures for supporting the bells, which cost considerably less than enclosed towers. Subject to price variations due to the use of different methods and materials of construction, the reduction in cost of open framing is approximated at one-third to one-half below the cost of an enclosed tower. These costs do not include the cost of bells, stone facing, marble covering, ornamentation, or any decoration.

The erection of certain types of open bell towers has been made possible by recent construction advances of a technical nature. Towers can be built of concrete, masonry, steel, or timber framing. The many possibilities of form and shape modifications appear to be unrestricted — some are square, rectangular, triangular, or circular in plan; profiles are straight, sloping, arching, or conical. Further architectural progress and developments are certain. One simple and economical form of bell support has been installed on the roof of the chapel at Vence in southern France. The bell support (sketched on page 58) adds distinction to this attractive chapel which has attracted world wide attention because of its decorations by artist, Henri Matisse. Other examples of this form are equally graceful and tasteful.

Because of favorable cost factors, open-framed bell towers will become more common, and new frame forms of great interest and beauty can be confidently expected.

Educational Television

(Concluded from page 57)

representative of the community and is not dominated by any one group or institution. There are some institutions that could finance our local station without too much trouble, but I hope this never happens. Once an institution is in control, then one will see only what they want one to see and only their version on every subject. However, with a representative group of community-minded lay men at the helm, everyone gets his day in court. Although all board members will not agree always on policies and programs, they have a chance to express their views . . . and often they reach conclusions that respect the rights and positions of all groups of good will. This is a sound and wholesome condition, good for both the station and the community.

The second ingredient of a good program is competent station personnel, which includes the producer and technicians. This is not easy to achieve, but in Pittsburgh great progress has been made. Jobs and pay have been made more attractive. Young, efficient, and imaginative men, properly trained, have been placed in key positions. A good technical staff knows how to present a program in the best possible way. Without such a staff, the station

cannot succeed. As the quality of educational television approaches that of the local commercial stations, its effectiveness and impact on the community is assured. Technicians should be of high quality for they are the ones who bring the teachers to students successfully or unsuccessfully.

Train Teachers to Use ETV

The fourth ingredient is the receptivity of administrators and classroom teachers. Teachers, too, must understand the role of educational television, the programs available, and how they are to be utilized for best results. It is not merely a matter of turning the set on and off at the right time. Educational television is a *tool* in the hands of a good teacher. It succeeds or fails simply because the teacher uses it properly or not. If teachers are not prepared and trained for this work, the results could be disastrous. Unfortunately, there are few colleges offering courses to new teachers in this important method.

The third ingredient is a programming committee, a representative group of professional educators. Public, Catholic, and private school people sit down together to discuss program possibilities. They represent the opinions of their fellow teachers and school officials, so that again, programming is not dominated by one system or institution. The program committee is

necessarily professional in quality. They are school people; they make recommendations for programs; they review programs and ideas; they approve or disapprove. Often, they create the ideas; the technicians present them. They nominate and select the television teachers who are given technical guidance by the station personnel.

In Pittsburgh, we are particularly blessed to have an in-service teachers training program in the proper use of television. Sister Mary Rosalie, S.C., is director of our Diocesan Radio and Television School and the liaison between station WQED and our diocesan teachers. She conducts special programs of in-service training for diocesan teachers, supplies them with important program notices and instructional materials, and is our representative on the program committee.

These four ingredients have made educational television a distinct blessing for Catholic schoolchildren in the Diocese of Pittsburgh—and I venture to say, for the children of all the schools in our community.

The potential of educational television is only now being realized. It should challenge teachers to adapt its advantages to their classroom program. It should stimulate them to continue newer and better uses of it. It is a powerful aid in their hands, for it offers the possibility of upgrading the total educational program of the community.

At St. Xavier's College, Chicago, they specialize in

Fund-Raising With a Flourish!

● FOUR fabulous fund-raising events have spelled PLEASURE for spectators and DOLLARS for St. Xavier's College, Chicago. Chartered in 1846 by the Sisters of Mercy, St. Xavier's was the first Catholic college for women in the Chicago area. In 1956, the school moved into eight new buildings on a 155-acre campus at 103 and Central Park Ave., in south Chicago. To finance the new campus, the college has sponsored an annual benefit every fall since 1957. These extravagant programs—Flowers and Fashion, Foreign Fantasy, Chicago-land Cavalcade, and a Patio Party—have not only netted thousands of dollars for the college, but have won the

good will and patronage of hundreds of Chicagoans.

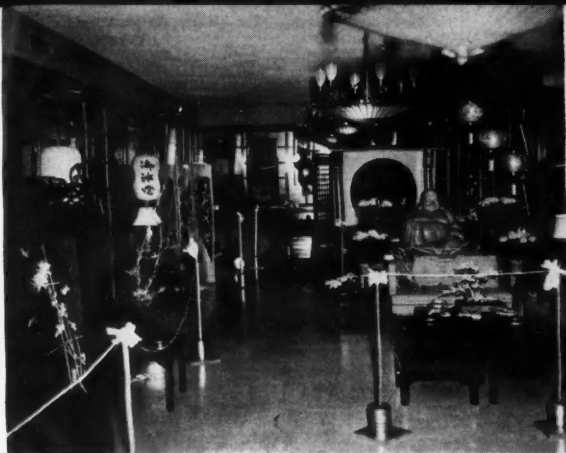
At first glance, the programs seem to emphasize the fun in fund-raising, but in reality, they are the polished result of an imaginative theme, plus months of planning, and co-operative work by large committees. The all-important themes have been the inspiration of Mother Mary Huberta, R.S.M., former president of the college, and now mother provincial of the Chicago province of the Sisters of Mercy. She presents her ideas to the Women's Club and Alumnae for their approval and suggestions.

Once the theme is set, committees

are formed to take over the different activities. Each committee is composed of members of the Women's Club, alumnae, and one Sister. There are committees such as program book, raffle, tickets, decorations, advertising, publicity—and this year, luncheon and fashion show. A form is sent to all members of the Women's Club and Alumnae asking them to join any committee that they would enjoy working on. When the forms are returned, the volunteer committee members meet for planning sessions. Mid-morning meetings seem to produce the best work time and an enthusiastic response from the women. The meetings are held periodically, interspersed with a few evening sessions, until the day of the benefit.

Well-Planning Publicity

Publicity follows the same general planning pattern. When the theme is



Foreign Fantasy, the 1958 around-the-world pageant, was a cultural, as well as a fund-raising event at St. Xavier's College. Consuls from 32 nations participated by lending costumes, objects of art, history, or culture. Each room of the college had a special display, such as this Oriental Room, left. Flags of the nations decorated the terrace, and students wore authentic costumes.

decided, the first announcement is sent to the newspapers, naming the chairmen of the event and committees, plus a description of the theme. News releases are sent out periodically as more committees are formed and when newsworthy plans are accomplished. Just a few days before the party, the front pages of neighborhood and suburban newspapers, as well as the city papers, carry pictures and stories of the party. All the neighborhoods surrounding the college are covered within the six-week period before the party.

The actual fund-raising is done with enthusiasm and a fun spirit, but also with a somewhat dedicated air. The women know that the money being raised is very important to the college and to Catholic education in general, so they take great pride in participating in the campaign. During the summer months, they are asked to keep their chance books in their purses and sell as many chances as possible, and also to work to sell ads in the program. They do both. If prizes are to be donated, they solicit them early in the program so that it is not a last minute task. All members of the women's families seem to take real pride in helping them make the benefit a success. Through the subtle guidance of the Sisters, money is not felt to be the main goal of the benefits, but rather the promotion of the work of the college and the Sisters is pointed out as the ultimate goal and the main satisfaction of the women workers. On the day before the event, the decorations committee arrives to transform the college. On the morning of the party, all committees must arrive early, co-ordi-

nate their duties, and make final arrangements. This they do so that by the time the guests arrive, they are free to enjoy the event in company with their families and many friends.

DESCRIPTION OF THE EVENTS

By Mother Mary Huberta, R.S.M.

Flowers and Fashions

In 1957, the newly organized St. Xavier's College Women's Club sponsored their initial fund-raising campaign in the presentation of a flower and fashion show. The stroll-around show depicted beautiful modern settings in the life of the college woman graduate: commencement day, bridal shower, wedding reception, and golden wedding. Fabulously furnished tables, symbolic of traditional American holidays and events, included such ornate table settings as: baby shower, sweet sixteen, autumn luncheon, Hallowe'en party, Thanksgiving dinner, Christmas buffet,

New Year's Eve party, Valentine party, St. Patrick's day, Easter Parade, heirloom table, iron stone era table, continental brunch, stag party, and going away party. Admission was \$3. While guests were enjoying refreshments, a raffle was held in the college dining room. Chances were sold at \$1 per card on such prizes as a television set, radio, U. S. Savings Bond, pedigreed collie, and a mink-trimmed cashmere sweater.

Foreign Fantasy

The 1958 Foreign Fantasy program was a walk-around tour, billed as a trip around the world in 80 minutes. The two-day pageant attempted to recreate domestic landmarks and tourist attractions of America, Europe and the Orient. Exhibits and displays highlighted the many cultures, customs, artistic and ethnic attractions of different nations, as well as scenes from history and mythology.

In April in preparation for the fall event, Mrs. Richard J. Daley, wife of the Mayor of Chicago, offered to enlist the interest

Chicagoland cavalcade was last year's ambitious fund-raising event at St. Xavier's College. Student hostesses dressed in authentic costumes loaned from the Chicago Historical Society.



of foreign consuls. As guests of the Mayor and Mrs. Daly, consuls and their wives attended a reception and tour of the college. Consular Corps attended a planning session and heartily endorsed the program. Representatives came from 32 countries: the Philippines, Paraguay, Dominican Republic, France, Peru, Argentina, Ecuador, Guatemala, Cuba, Liberia, Chile, Finland, Panama, China, Great Britain, Mexico, Canada, Sweden, Greece, Brazil, Italy, Nicaragua, Ireland, Columbia, Japan, Spain, Uruguay, Israel, the Netherlands, Belgium, and Germany.

A second luncheon was held for representatives of international steamship and airline companies, who later provided posters, currency displays, plane and steamship models, a Hawaiian display, jinrikisha, models of the Eiffel Tower, a Turkish kiosk, and many interesting items. Special nationality groups, costumers, and international trade and tourist bureaus were also contacted.

Room displays included: Old Erin, Christmas at home, French café, fashions from afar, Oriental review, holiday in Holland, South of the Border, Mexico, and enchanting Hawaii. The table settings and exhibits included: International room, Bavarian ski lodge, dinner in Belgium, luncheon in Denmark, dinner in England, English hunt breakfast, luncheon for two in Egypt, Golden Hour table, The Glory of Greece, a table in Italy, Lithuanian bridal table, table in Scotland, luncheon in Sweden, informal Swiss luncheon, a glimpse of Spain, art of other lands, creches around the world. A French outdoor café was set up on the patio. Foreign cars were displayed in the circular driveway. An Irish jaunting cart provided trips around the campus. Irish and Spanish dancers, Mexican and Cuban bands provided entertainment.

Again tickets were \$3, and raffles were sold for three for a dollar while the refreshments were served in the college dining room. There was also a souvenir program subscribed to by civic, commercial and personal friends of the school.

Chicagoland Cavalcade

On October 14 to 19, 1959, St. Xavier presented Chicagoland Cavalcade which paralleled the city's history with the history of the college and the Sisters of Mercy in the Chicago area. The exhibition, again a walk-around tour of the campus, was in diorama, costume and period appointments in six parts. The first period depicted 1847 when the Sisters of Mercy founded the

first religious community and parochial school in Chicago. The early School for Young Ladies at Madison and Michigan Aves., was reproduced on the outdoor terrace of the present college. Other Chicago landmarks represented were: The Water Tower, first Carson Pirie and Marshall Field stores, first office of Chicago *Tribune*, and several rooms from the city's first mansion, the Kinzie home.

The second period around 1871 depicted the Chicago fire. Mrs. O'Leary's cow (a \$15,000 mechanical cow with real hide was donated by International Harvester for the event) was billeted in its own barn. Fire engines and hydrants of the era, plus an old crank telephone were in evidence. Five rooms of furniture from the elegant 80's were part of the scene. The third period depicted the advance of hospital equipment, nurses uniforms, and a diorama of Mercy Hospital and the School of Nursing. The Nickelodeon days were represented with a cashier, a noisy piano player and barbershop quartet. Singing with the bouncing ball followed every hair-raising Pearl White movie. The present era was identified by a Nike missile from the Fifth Army exhibited outside the college. Nearby was an historical exhibit of General Motors Fisher Body, complete with all varieties of antique automobiles. Rooms of current modern furniture were included, as well as authentic building models of Chicago landmarks.

Fund-raising efforts comprised a \$3 entrance fee and a beautifully printed souvenir program with ads ranging from \$5 to \$100. Raffle tickets were sold offering five chances for a dollar on various prizes. A \$50 a plate President's Council dinner was a tremendous success and realized a substantial amount of the total proceeds which added up to nearly \$35,000.

Patio Party

On a balmy Saturday afternoon in October, more than 1600 guests—mostly women—attended the 1960 Patio Party. Red and white checkered tablecloths added an informal note to this \$5 luncheon and style show held outdoors on the college terrace. An Italian gondola and rings of flowers floated on a nearby artificial lake. The guests were served a substantial chicken salad luncheon packaged in an attractive basket handbag which became a personal souvenir. While they sipped coffee, they enjoyed the amusing comments of columnist Maggie Daly as she presented a fashionable collection of clothes and furs.

**Many Catholic administrators
are plagued by the
daily double: teaching
and administration**

OFFICE CONTROL during the teaching day

By Bro. Leo V. Ryan, C.S.V.

*Director of Continuing Education
and Summer Sessions, Marquette University*

● PRINCIPALS and superiors who teach are the rule rather than the exception in the parochial school system. While the number of classes or periods each teaches may vary, depending on the size of the school, the custom appears rather well established. Patterns of elementary and secondary school administration revolve around the teaching program of the principal, who is frequently, although not always, the superior.

Variations will depend on the level of education. Non-teaching administrators may be found more frequently in high schools than in elementary schools. Variations logically depend on pupil enrollments: administrators in large schools, regardless of level, teach fewer classes or periods than in schools with smaller enrollments. Another trend seems to be growing: administrators have fewer teaching assignments or conversely more time to devote to school management in central, regional, or interparochial schools, than in schools operated by religious communities. Administrators in both diocesan and community schools have more school time free for administrative purposes than do administrators in parish schools.

Since only secondary schools are gen-

**Flowers and Fashion
Show of 1957
featured dramatic
table settings such as
this elegant banquet
table set up in the
school library.**



erally classified according to broad administrative patterns (i.e., central or diocesan, community, or parish), the distinction or variations cited above apply almost exclusively to the high schools. Elementary schools are primarily parish institutions and the principal and/or superior in the parish elementary school is almost always first and foremost a teacher, and then an administrator.

What do these distinctions mean in reference to the school day? What problems does the teaching administrator experience in performing the school management activities? What techniques of control are essential to provide for an uninterrupted teaching program?

Part-Time Administrators

There is an additional question of importance to be asked and eventually answered: Can we reasonably expect the complex administrative functions of the modern elementary or secondary school to be performed by part-time administrators? The analysis of this problem is more complex. It involves an understanding of the responsibilities of the principal as manager, value judgments relative to the importance of each, an appraisal of the time necessary to accomplish these duties, and a penetrating analysis of each individual situation. Once the ideal has been established, the desirability of a goal of the full-time administrator must be weighed against several important realities: the availability of properly qualified religious and/or laity to assume roles of authority in school administration, the ability of these persons to perform according to expectations, the cost of providing such freedom from the classroom and the values to be derived from such a decision. None of this information is readily available; most of this information is subject to great variation and is heavily overshadowed by subjective judgments.

While raising this important question, this article will concentrate on providing some guidance in answering the first three questions which are directed to solving the problem of administrative interruptions that interfere with effective teaching on the part of administrators.

What is the effect of the combined administrative-teaching pattern so common to elementary schools, and in varying degrees, to secondary schools? The result can be to reduce substantially the effectiveness of the person both as administrator and as teacher. Dual responsibility of this nature is, at best, a mixed blessing. Administrators will

generally confide that they really prefer to teach; teachers confide that they hope to be spared administrative responsibility. Unless the person selected for the chief administrative post in a school can achieve a happy balance, the more forward aspect of the assignment secures preference and is served most joyfully, often to the detriment of the other.

Lacks Classroom Preparation

The combined responsibility of administration and teaching can result in spotty or irregular patterns of administrative strength and interrupted and distracted periods of teaching. Classroom preparation often suffers because of the demanding pressures of administration. The burden of administration often results in long hours, irregularity of daily personal schedule or irregularity of accomplishment, both of which are bad or, at least, less than desirable. The result depends on a combination of factors: the extent of the teaching load; the amount of administration; the abilities, personality, and health of the administrator, and frequently on the charity and patience of superiors, confreres, and the local pastor. The combined responsibilities of administration and teaching can only be achieved with any degree of effectiveness if adequate controls are enforced in both areas.

Before we suggest the controls essential in achieving this balance, an examination of the problems the teacher-administrator experiences in performing the school management functions is in order. We know about the classroom difficulties: reduced time for preparation, distraction from teaching in general, and specific distraction of the day, frequent interruptions (whether for the phone, pastor, parent, or public) and the threat to classroom discipline when the teacher is called away. It matters not whether the teacher is gone for the day, the class period, or the more frequent, "May I see you for just a moment, Sister (or Brother or Father)?" These are academic problems arising from the dual role. To the trained educator and dedicated teacher these interruptions are frustrating to the teaching mission, as well as inconvenient.

What happens to administration under the dual system? The quantity of paperwork required of the principal grows yearly. More reports to the state, diocesan, and accrediting offices; more correspondence locally and nationally; more records to maintain and each demanding more detailed data; financial as well as

pupil accounting, heavy responsibilities for funds — both raising funds and expending them. The work of teacher recruiting, orientating, and supervision sometimes disappears, since the time available for it has been consumed in paperwork. The public relation activities of all principals have increased — and are essential if our schools are not to be considered isolated from community activities, and if we are to tell our story adequately and counter the charge of divisiveness. Parents interviews are a growing phase of administrative responsibility; curriculum construction, review, academic experimentation, evaluation, and related responsibilities absorb every hour. Then there is the ever-ringing doorbell — the salesman who needs only a few minutes. Students look to their principal for information, counseling and guidance. PTA meetings must be planned; extracurricular school activities must be reviewed and approved. The principal is the liaison between the school and the parish and civic community. The administrative responsibilities grow greater and the time available for their completion grows less.

Techniques of Office Control

What techniques of control are essential if the office work is to be accomplished during the teaching day? Several possibilities should be considered by every administrator.

1. **A School Secretary.** An examination of most elementary schools and many of the smaller parish high schools will reveal that little consideration has been given to the necessity or desirability of a school secretary. Some schools visited by this writer do not even have an office for the principal. One principal converted an over-sized supply and storage room to a small office, but only over an initial protest by the pastor that he couldn't see why an office for the principal was so important. Such offices rarely provide adequate space for a secretary.

School budgets frequently do not provide for a school secretary. Every effort should be made to provide space and salary for at least a part-time school secretary. Otherwise a mammoth portion of secretarial and clerical detail falls on the administrator who has valuable training in other areas. Time devoted in filing, record keeping, routine correspondence could be devoted to other professional activities designed to improve the school program. Administrators should not become deeply involved in details that could be handled



— Photo, *The Steubenville Register*.

The new St. John's Hospital, Steubenville, Ohio, has installed an intercom system by which doctors can dictate patient records immediately on admission. Records are typed and sent by pneumatic tube (right) to the main office within a few minutes. Sister M. Immaculata, director of nursing, explains the system to nurses Nancy Hunter and Pauline Rohall.

as efficiently by a senior student in the typical business education program. If a school secretary cannot be employed for a 40 hour week, what about a part-time or half-time secretary? It is better to begin modestly than not at all.

The number of elementary schools without a secretary is great; the number of high schools without a secretary is alarming. True economy involves more than saving a secretarial salary; real economy also considers the best utilization of trained personnel. Frequently the misdirection of man power (or woman power) is a greater economic loss in the long-run than the cost of adequate staffing. We want our schools to be the best; to gain acceptance of this fact, the school should have an adequate staff to do the work required in achieving and maintaining excellence.

So, the ideal is a school secretary adequately trained, who can relieve the administrator of many clerical and secretarial details. The effectiveness of most administrators is enhanced many times with the provision of adequately trained secretarial assistance. The principal must learn techniques of delegation and how to use modern office equipment (i.e., dictating machines) in order to gain the most benefit from secretarial assistance.

2. Part-time Secretarial Assistance.

What if you cannot secure approval for a secretary, or cannot locate one in the area, or cannot afford to hire one? These are real problems, but not insurmountable. Conviction and determination have much to do with overcoming these problems. If a school secretary cannot be employed for a 40 hour week, what about a secretary half-time? Assuming these problems are real, what other solutions are possible?

a) *Student Help.* Excessive use of business students is never more than a temporary answer; judicious use of student secretarial assistance — telephone answering, reception, routine typing, lim-

ited secretarial activity — under guidance and supervision of the business education teacher can be a valuable assist to the administrator and valuable laboratory experience for the student. The element of rotating, planned activity under supervision of a teacher professionally equipped is absolutely essential. Experience with student secretaries varies greatly, depending on the controls established, and is a practical suggestion only for the high schools.

b) *Secretarial Aides.* We have teacher aides in the grades; study hall aides in many high schools; parents and other part-time interested persons involved in lunchroom assistance. Why not secretarial aides? Mothers who are former secretaries, retired secretaries, and others who would cover the office, handle calls, and an assortment of routine tasks can be effectively co-ordinated into a workable answer to the pressing need for coverage and service in the office.

3. *An Appointment Schedule.* Almost every administrator would like to operate an "open door" policy. But the fact of it overwhelms a person, wastes valuable time for planning, dictating, report writing, and often results in too many people to see in too short a time-span. Only an organized schedule of appointments can provide a solution to this problem.

The appointment method is a technique of control essential to saving the sanity of an administrator. It need not be so rigid that it hampers efficiency, offends parents, pastor or public, nor should it become the master. The appointment schedule is a means to improved administration, especially the conservation of valuable time, not an end in itself.

An appointment schedule for parent interviews is practical — for the parents as well as the principal. Properly spaced interviews provide a real opportunity to explore teacher-parent-pupil problems. Opportunity to concentrate on such

problems proves the validity to our claim that the schools are pupil-centered. The rushed interview, the interrupted interview only result in dissatisfaction for all parties concerned.

Appointments for salesmen are the only answer to an ordered day or week. Salesmen like to plan their schedules and regret the wasted hours spent "cooling their heels in the outer office" only to be admitted later and to be informed, "Sorry, but we don't need anything today." Salesmen can provide valuable information to administrators about new school equipment and supply materials and trends, new products to aid in doing a better job, better methods of purchasing, special offers and similar benefits. Such interviews can and should be scheduled. Everyone will be more pleased with the outcome.

Periodic conferences between pastors and principals at mutually convenient times, reporting progress of the school and areas that need review and decisions, are vital for the success of the enterprise. The hurried visit of the superior to the sacristy after Mass to ask Father's opinion or permission is inopportune, just as the pastor's frequent unannounced interruption of the teaching day to ask the principal about even major matters is unsatisfactory. The mutual exploration of problems in school management by both key figures in the life of the school will reduce misunderstandings and enhance the respect of one for the other. These meetings will also provide time to do more than answer demanding daily details — time to project into the future and plan ahead. Such planning often averts crises before they occur, saving valuable time and strength.

The dual role of administrating and teaching is difficult, yet it is a common administrative pattern in parochial schools. The difficulty should be honestly appraised and recognized. It should be attacked with equal vigor. To lament the problem is not to help it at all. Within the framework of personal abilities, a balance should be achieved. Within the framework of financial resources, a school secretary, full or part-time, or other methods of secretarial assistance should be planned. Every administrator should examine his or her attitudes and policies on appointments to adopt a realistic policy which serves both the school and the individual best. Only *you* can establish and adhere to the rules for effective control of administrative problems and office control during the teaching day.

Unit Ventilators in the Classroom ...

By Raymond V. Selby

Business Manager, New Brunswick (N. J.) Board of Education

● **EXPERIENCED EDUCATORS** are aware of the importance of student comfort in the learning process. They know that only the comfortable student can take full advantage of the learning opportunity offered in the classroom. A student, trying to keep alert and attentive in a stuffy overheated room or working in a chilly, drafty room is distracted, and his learning efficiency drops off. His conscious or unconscious effort to maintain the bodily heat balance takes precedence over virtually every other action. The best teaching and the finest facilities cannot make their proper contribution to the learning process unless the classroom is kept at the correct comfort level. This means that room temperature and humidity should be controlled under all conditions and fresh air supplied without noise or drafts.

Comfort and Learning Ability

The effect of temperature on comfort is evident by the reactions of the body. When it is too cold, the body shivers. This vigorous motion increases the body temperature and brings it back to a comfortable state. If the body is too warm, it perspires, a cooling process. The body takes moisture in the skin and converts it to steam in the form of perspiration. Changing water into steam requires heat from the overheated body, thus making the body cooler. Both shivering and perspiring create discomfort which affects the mental attitude of the student; both distract the student from concentrating on his lessons.

Climate for Learning

Scientists have attempted to place a value on comfort and its effect on teach-

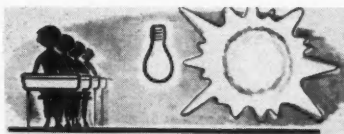
ing, but the ability to learn is an intangible, hard to pin down to a concrete fact. In tests made by a New York State Commission on Ventilation, 15 per cent more work was accomplished in a classroom at 68° F., than at 75° F. The work tested was typing, which represents high physical activity, so naturally, the typist would prefer a lower room temperature. However, the scientists reasoned that a

typing test would yield both quantitative (total number of words typed) and qualitative (total errors in text) results.

Subsequent tests with apprentice telegraphers in England and other tests in the United States have substantiated a definite link between temperature and learning ability. In general, it was found that optimum room temperature for learning is between 70 and 72 degrees. For every degree the temperature rises above the optimum, there is a two per cent loss in learning power. Thus, if a room temperature is maintained at 80° (10 degrees above optimum), there will be a resultant loss of 20 per cent in learning power. Conversely, the room maintained at 70 degrees is most conducive to student comfort and to his ability to concentrate on lessons.

Another factor to note is that the comfort level of the teacher is four to eight degrees above that of the student. Thus a teacher will prefer a classroom temperature between 74 and 78 degrees, whereas 70 degrees is optimum for the

What you should know about SCHOOL HEATING ...



The classroom "heating" problem is basically a matter of cooling.

Four basic school problems: excessive heat gains, excessive heat losses, odor, and humidity.



80 cents of the school fuel dollar goes toward heating an unoccupied building.

learning power of the student. This reason is that the teacher with more skin or body area gives off more heat than the student. The student with less skin area will desire a lower temperature to give off the same amount of heat as the teacher. The teacher should realize that the students' comfort level is satisfied with a lower room temperature. In many cases, this means that the teacher should wear heavier clothing to keep comfortable.

Typical Problems in School Heating

In heating a classroom, four basic problems are presented: large heat gains, large heat losses, odors, and excess humidity. Thirty students generate enough body heat to heat the average living room in freezing weather. Lighting in an average classroom often adds as much heat as the occupants. Heat gains from the sun through large classroom windows can easily raise room temperature 20 to 30 degrees. Therefore, whenever the outside temperature is above 35 degrees and class is in session on a sunny day, there is enough heat gain in the typical classroom without any additional source of heat. In fact, *the basic problem in the classroom is one of cooling, rather than heating*, since the average outdoor temperature in winter throughout the United States is 40 degrees.

When a typical classroom is unoccupied, its heat loss is greater than that of an average home. Classrooms are occupied one moment and empty the next. These changes are frequent during the school day, and create severe problems in maintaining adequate classroom thermal conditions. All classrooms are exposed to different quantities of sun, shade, wind, snow and rain due to differences in orientation. All these climates have a definite bearing on the conditions inside the classroom.

The odor problem in a classroom is acute. Crowded conditions with a large number of people in a small area create unpleasant odor levels. These odor levels result from the normal body function of metabolism, the building up and breaking down of body cells. Odors occur in all classrooms, regardless of the economic status of the occupants.

Moisture gain is a similar problem. Occupants give off much of their heat in the form of perspiration. Moisture totals two quarts of water per hour in the average classroom. The build-up of humidity in the classroom due to this moisture gain causes physical discomfort for the occupants and condensation on the windows.

The intermittent use of classrooms also makes for special heating problems. For example, during the typical day, the

classroom is occupied only nine out of 24 hours. Normally it is unoccupied on Saturday and Sunday and during vacation periods, such as Christmas and Easter holidays. During all these times the classroom must have sufficient heat to avoid too low a temperature. Classrooms are occupied less than 20 per cent of the total heating time. It is a fact that 80 per cent of the school fuel dollar is used to warm an empty building!

Many community activities are held in classrooms during the evening hours, which creates a need for heating part of the building at night. It is uneconomical to heat the entire building just to provide comfortable temperatures in a few occupied classrooms.

What Kind of Heating to Use?

As can be seen from the above, the problem of heating the school is complex and represents a number of conditions unique to the school and not found in other types of buildings. Who would normally think that cooling, rather than heating, would be the problem when the temperature is 40 degrees? Yet, this is a condition commonly found in every classroom in the United States during the normal operating day. Add to these considerations, the factor of economy, for schools generally operate on a very limited supply of funds. A heating unit must have a low initial cost and low operating cost and give good performance.

What kind of a system can satisfy all the special needs of a classroom? There are approximately 100 systems used to heat and ventilate schools in the United States today. However, one system is used in approximately 60 per cent of all schools: the unit ventilator system. It was specifically designed to solve the school heating problems.

Operation of Unit Ventilator

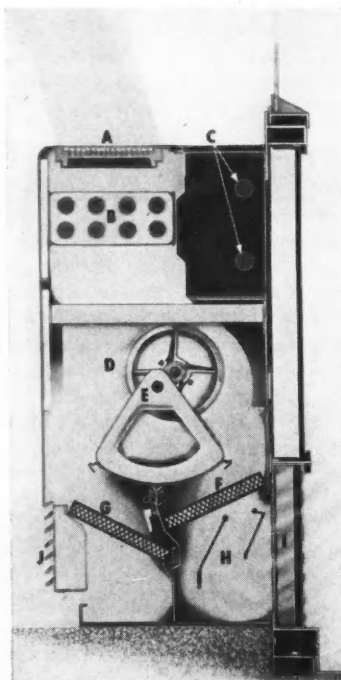
The unit ventilator is a mechanical device located in each classroom of the school building which quietly and automatically maintains the classroom temperature balance. It heats when heating is necessary; it cools using cold outdoor air when it is available. It furnishes fresh outdoor air for ventilation; it filters both the air in the room and outdoors.

During most of the school year, outdoor air introduced by the unit ventilator is cold enough to provide the cooling power needed for classroom comfort. An average unit ventilator has up to two tons of equivalent cooling capacity using cool outdoor air. This cooling capacity is sufficient for the

HOW A UNIT VENTILATOR OPERATES

This cross section view of a unit ventilator is presented through the courtesy of John J. Nesbitt, Inc. Diagram is a cross section of the firm's Series 600 Syncretizer. Parts are keyed as follows:

- A. Discharge air grille
- B. Heating element
- C. Crossover tubing
- D. Motor and fan assembly
- E. Roll damper
- F. Outdoor air filter
- G. Room air filter
- H. Air volume stabilizers
- I. Fresh air intake
- J. Recirculating air grille



normal classroom operation to overcome the excess heat gains in the classroom from the students, lighting, and the sun. However, when the outdoor temperature rises to 70 degrees, there is no longer any cooling power in the outdoor air and mechanical air conditioning must be added if so desired.

The unit ventilator has ample heating capacity to satisfy all classroom heating requirements using hot water, steam, or electrical heating as the source of heat generation. As a ventilator, the unit supplies large quantities of fresh outdoor air for classroom odor dilution during occupied hours. This outdoor air is low in moisture content. The dry air introduced into the classroom by the unit ventilator absorbs the excess moisture generated by occupants of the classroom.

The unit ventilator in each classroom operates independently of the rest of the system. It can instantaneously satisfy the needs of each room automatically, thus achieving stable room temperatures. Each unit has its own temperature controls that provide a positive supply of controlled air in each classroom without regard to outdoor conditions or the orientation of the classroom. Each unit ventilator operates by itself, without requiring usage of systems in the other classrooms. This means that the entire system need not be operated when there is a partial occupancy of the school building, such as during night classes and meetings.

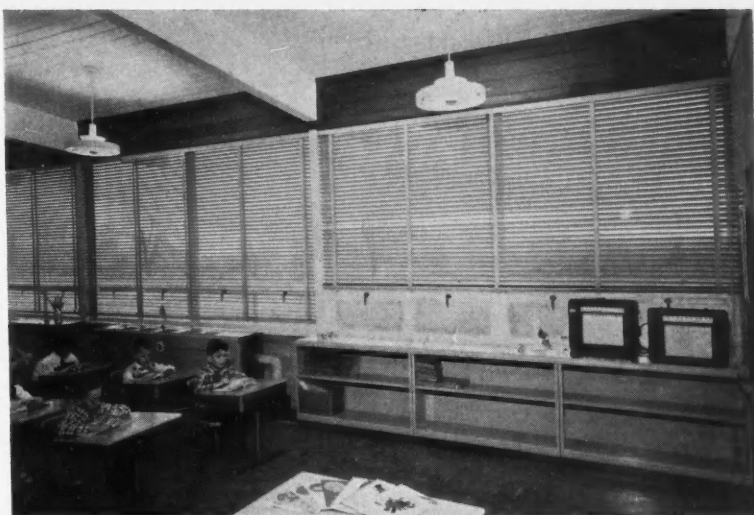
The unit ventilator can be regulated so that lower temperatures (usually 10 to 15 degrees below those maintained during the day) can be maintained at night. In the morning, the room can be quickly brought up to desired temperature. This feature allows reduced temperature operation during unoccupied periods and saves fuel costs.

School records throughout the United States testify that the unit ventilator system can not be equalled for both low initial cost and operating cost consistent with the desirable performance requirements listed above.

Temperature Controls

Automatic controls in the unit ventilator maintain the correct air temperature conditions in the classroom. These controls are provided by control manufacturers to be placed in the machine by the unit ventilator manufacturer. Generally speaking, there are three different types of control systems: pneumatic, electronic, and electric controls.

Today the pneumatic control system is the most widely used in schools



An intensive climate control experiment was conducted at Our Lady of Humility School, Zion, Ill., by the Barber Colman Co., makers of Wheelco automatic controls for unit ventilators. Testing equipment was installed in a classroom with a southern exposure from February 23 to April 16, 1959. Outdoor temperatures from 32° to 53° F. were recorded; solar temperatures on window panes ranged from 54° to 85°, and 32 students came and went. Temperatures were lowered at night to conserve fuel. After a brief morning warmup period, comfortable room temperatures were maintained within the narrow margin of a two-degree variation throughout the entire experiment. The school has a hot water heating system generated by an oil fired boiler.

throughout the country. Pneumatic controls are motivated by compressed air. This air is supplied by a compressor usually located in the boiler room. The compressed air is supplied to all control devices such as thermostats, damper motors, and control valves. As a change in the control position is required, this air pressure moves a bellows back and forth in the controlled device, which in turn allows the control device to respond. The principal advantages of a pneumatic control system are that it is relatively simple in operation and has been proved through long years of experience to be entirely satisfactory for the life of the school building.

Electronic controls are relatively new. In this arrangement, small changes sensed in the thermostat are amplified by electronic devices to a signal large enough to move control components. Electronic controls are quick in response and do not require an actuating power source from any central system. They receive their source of motion from the electricity in the room.

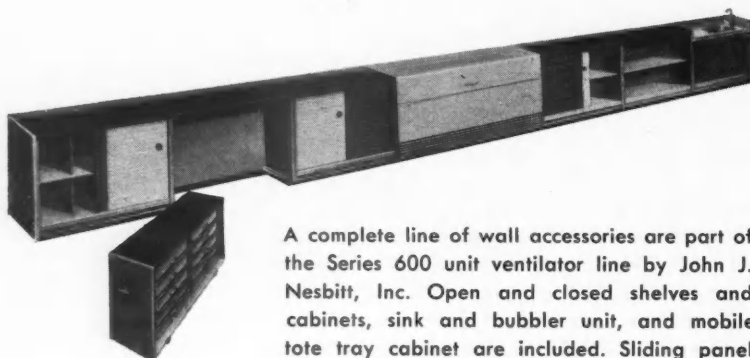
Electric controls are similar to electronic controls in that the motor and other components are right in the classroom. The chief difference is that the

sensing signal from the thermostat either in the room or elsewhere acts in a direct electrical connection throughout the circuit to produce the control. Constant improvements in the electronic control field have gained increasing favor for these controls during the last few years.

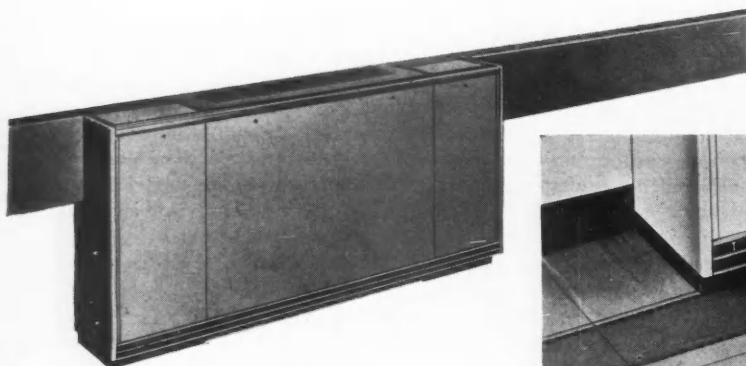
Initial and Operating Costs

The installation cost of a completely controlled unit ventilator system varies on an absolute dollar basis throughout the United States due to local labor conditions and variances in architectural design. However, on an over-all basis, it can be stated that a heating system without provision for ventilation will basically be the cheapest form of heating classrooms. The unit ventilator system which will automatically control the temperature in the classroom and also provide ventilation with its added benefits of odor dilution, cooling and drying power will add approximately 10 per cent to the cost of a basic heating system, in terms of the cost of construction. For this added 10 per cent, though, the school will have the benefits of ventilation and controlled classroom temperatures that provide a better learning environment for students.

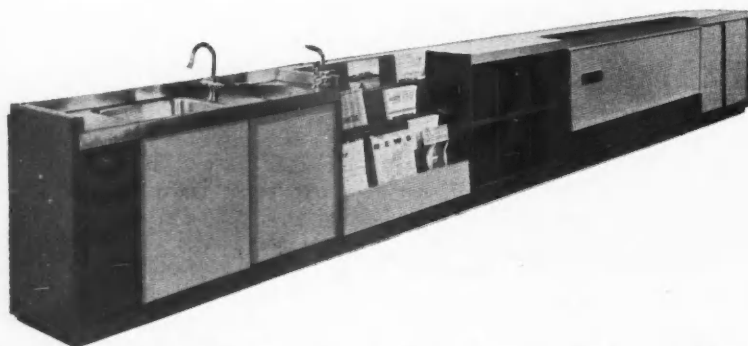
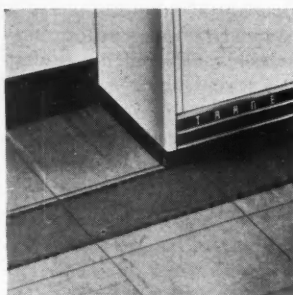
A profile of unit ventilators . . .



A complete line of wall accessories are part of the Series 600 unit ventilator line by John J. Nesbitt, Inc. Open and closed shelves and cabinets, sink and bubbler unit, and mobile tote tray cabinet are included. Sliding panel doors come in several colors.



Unit ventilators by The Trane Company offer a slimline design, only 11½ in. deep. Matching shelves and corner units are offered. The company states that the thin unit saves space and money in that it does not require expensive recessing.



American Air Filter Co., Inc., presents the new Herman Nelson classroom window-wall ensemble, which includes: sink and bubbler unit, magazine rack, cubicle storage, HerNel-Cool III air conditioning unit ventilator, and cabinet with sliding doors. These units come in six decorator colors.

Operating costs of unit ventilators are in line with the school budget. Normal maintenance consists of cleaning the filters two or three times a year, oiling the motor twice a year, and general inspection. Fuel consumption is in line with other heating systems currently in use. Actual fuel rates, of course, will vary depending on the location and structural design of the building.

Many Accessories Offered

Unit ventilators are available with many accessories for classroom use. A variety of storage cabinets can be integrated with the unit ventilator to provide continuous storage along an outside wall for books, papers, projects, and all the other things normal to classroom activity. These cabinets solve an always pressing problem of sufficient storage space in a classroom. In addition to open storage cabinets, cabinets are available with closed doors that may be locked. Other accessories include: stainless steel sinks, tote tray cabinets, and magazine racks. Mobile storage units that roll into a counter answer the need of flexibility in the classroom. Many have protective counter tops that provide useful work space for student projects. These open cabinets cost approximately \$20 per running foot, including installation.

Future Air Conditioning

Today, more and more schools are using classrooms for year-round activity. In fact, much consideration is being given to an eventual air conditioning of all schools in the United States. Most of this activity has been generated during the past five years. Even so, approximately seven per cent of the classrooms put in place during 1960 will have air conditioning or provisions for future air conditioning included in their design.

This is particularly significant in parochial schools because of the nature of school and church use. Refrigeration equipment available to air condition the school during the weekday can be used to air condition the church during weekends and at night. This double usage of the same refrigeration machinery will, in many cases, make it feasible to air condition both the church and school, even though it might not be economically justified to air condition either the church or the school by itself. To add air conditioning to a standard school heating and ventilating system would cost approximately an additional 50 cents to \$1 per sq. ft., depending on the section of the country where the work is being done.

Dishwashing in the modern institution

By John W. Stokes

*John W. Stokes & Co., Food Management Consultants
Author of Food Service in Industry and Institutions**

● **NOTHING** is more important to the over-all success of the institutional food service than clean, sparkling dishes, glassware, and utensils. Whether the washing is done by hand, in a three compartment sink, or by a dish machine, the essential steps are:

1. **Scraping:** Removal of unconsumed food and waste material, which is ground up by a disposer or deposited in receptacle.

2. **Pre-Rinsing and Soaking:** Flushing with lukewarm water to remove food and waste particles remaining after scraping. Some dishes and utensils require soaking before entering the process.

3. **Washing** with hot water and a good detergent. Water temperature should be at a minimum of 140° F. Where thorough pre-rinsing occurs, temperatures up to 165° F. are used in machines. This improves drying by maintaining higher utensil temperatures.

4. **Rinsing:** U. S. Public Health Service standards call for rinsing with clean water at 170° F. or hotter for at least two minutes. Where dish machines are used and the rinse cycle is considerably shorter, temperatures range from 180° F. and higher. Rinse water should be at a minimum of 15 lb. flow pressure; 20 lb. is considered ideal.

5. **Drying:** If the rinse water is hot enough, china will generally air-dry. With plastic ware, special steps — such as the use of wetting agents — are necessary. Fans and air blowers are also used under some circumstances.

6. **Storage:** Clean ware and utensils should be protected from dust, insects and air-borne infection after washing. Covered storage cabinets or trucks equipped with self-leveling devices are desirable for dishes. For utensils stainless steel or nylon perforated cylinders are useful as they hold knives, forks and spoons in an upright position during washing and protect them from handling until ready for re-use.

Dishwashing Machines

Dishes and utensils can be adequately sanitized by hand washing methods provided the previously mentioned steps are followed. In most institutional food services, however, the volume of dishes to be washed is large enough to justify the use of a machine. This accelerates the dishwashing operation, permits better utilization of labor, and assures more uniform results.

There are five general types of dish machines:

- a) Immersion-type washer with an agitator or oscillating basket.
 - b) Single tank, single basket, door-spray type.
 - c) Rack-conveyor with single tank.
 - d) Rack-conveyor with two or three tanks.
 - e) Belt-conveyor or rackless type.
- Type (a) uses baskets. All others except type (e) use racks.

In type (e) the dishes are placed

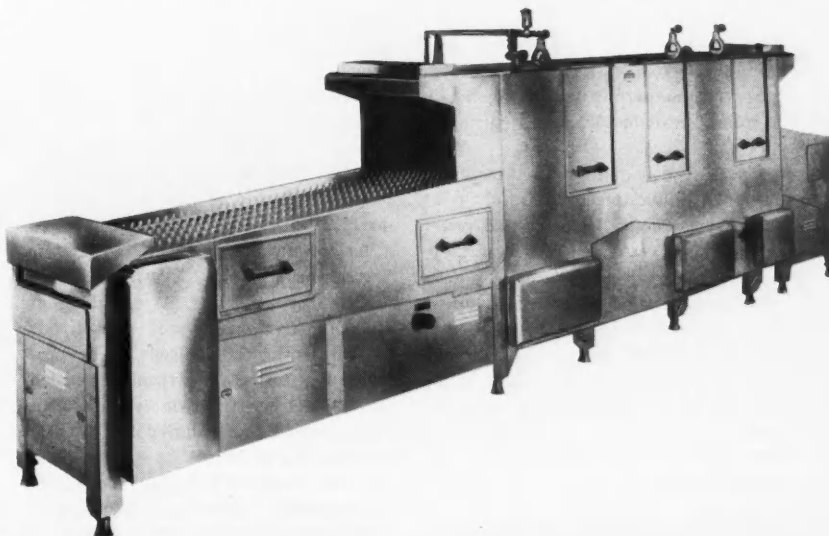
individually on a conveyor which forms a continuous rack through the machine. These have fresh water or re-circulating pre-washers integrated with the machine.

With the non-automatic, single tank machine, the sequence depends upon manual operation. Because of the human factor involved, more uniform and positive results can be obtained from an automatic machine. Single tank machines are available with either manual or automatic controls. Unquestionably, better washing and drying results and considerably lower detergent cost is made possible by two tank machines.

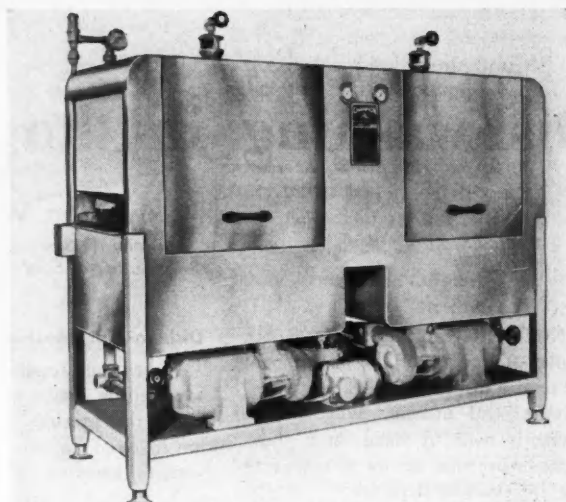
Which Machines to Select?

There are a number of different types of dish machines in use in institutions today made by different reputable manufacturers. Each claims certain advantages over the others. How can one select the machine that will be best suited to meet the needs of a given institutional food service? Here are

This is model 86-PT3, a three tank, conveyor type dishwashing machine made by the C. S. Blakeslee Co., Chicago, Ill.



*Wm. C. Brown Company, Publishers, Dubuque, Iowa, 261 pp., \$8.00.



A single tank, automatic conveyor dishwashing machine is illustrated (left) by the Insinger Admiral 120-5 model made by Insinger Machine Co., Philadelphia, Pa. A double tank, automatic rack machine is typified by this model 40-KB (right) by Champion Dish Washing Machine Co., Erie, Pa. Most major manufacturers offer a complete line of models in all sizes.

some criteria which may be applied.

Adequacy: The machine should be adequate to perform the dishwashing job required of it now and in the near future.

Mechanical Construction: Construction should conform to the standard specifications set by the National Sanitation Foundation. This nonprofit organization represents the food service industry, equipment manufacturers, and public health authorities.*

Ease of Cleansing: The machine should be so constructed that spray-arms and other parts are readily accessible and removable for cleansing.

Maintenance: Parts subject to wear and tear such as pumps, motors, conveyor members, should be easy to get at when repairs or replacements are necessary.

Service on parts and repairs should be readily available. This is particularly important!

Cost: A dish machine represents a substantial investment. Careful cost comparisons should be made and price differentials investigated to see if they represent real values.

Before a decision is arrived at, visits should be made to institutions using the type of machine under consideration. Experience and opinions of users is of great value in deciding what type of machine to buy. The decision should be based upon observed facts rather than advertising claims.

*See Standard Specifications No. 3, National Sanitation Foundation, Ann Arbor, Mich.

What Size Machine to Buy?

As to capacity, dish machines are rated by the manufacturers in numbers of pieces or racks per hour. Capacity may be also expressed in terms of numbers of persons served per meal. Minimum and maximum figures are usually given, such as, "from 250 to 500 persons per meal," etc. In determining the size of machine to be installed, the number of dishes, cups, glasses, bowls to be washed during the *peak-load hour* is the criterion. Silverware is not counted in making this determination.

One factor to be considered is the length of time during which the machine is to be operated daily. Obviously, it is inefficient to operate the machine at less than full load. Yet, complete efficiency at all times is impossible of attainment. From an engineering standpoint, an over-all efficiency of 70 per cent or higher may be considered reasonable. This means that the machine would be started as soon as a sufficient backlog of dishes had accumulated after the meal period had begun. During the busy period, the machine would be running constantly. As soiled dishes do not arrive in a steady stream, but intermittently, space needs to be provided for storage. This requires a soiled dish table or conveyor where soiled dishes may be held during the interval between their arrival at the window and the necessary scraping and stacking operations. Here again all depends upon the number of help available to

scrape and stack the dishes and to load the machine.

The problem of increasing labor costs should be considered in selecting the type and size of machine to install. Labor costs today include not only wages but also such fringe benefits as employees meals, vacation pay, social security taxes, workmen's compensation insurance, hospitalization, pensions, and other benefits. These may aggregate as much as 15 per cent or more over and above the actual wages. While not decrying these added benefits, it is important to see that dishroom labor is utilized effectively.

Proper labor utilization requires careful selection and training, as well as care in scheduling and supervision.

Horizontal Conveyor Type

A radically different type conveyor has recently appeared on the market known as the "unlimited horizontal conveyor." In the conventional type, the conveyor revolves wholly within the machine. The horizontal conveyor carries 20 or more dish racks on a shallow stainless steel table which runs in an elliptical pattern through the room outside before entering the machine. The tracking mechanism, actuated by the machine itself, moves continuously at the rate of approximately eight feet per minute. The table may be varied in shape and may even be carried outside of the dishroom, hence the term, "unlimited."

Because of the ample external radius



Model FT-13 from The Hobart Mfg. Co., Troy, Ohio, is a new continuous racking conveyor dishwasher. Designed especially for kitchens with limited space, it has a minimum length of 13 ft. The machine is a two tank model that power scrapes, washes, rinses, and final rinses.

and slow continuous motion, soiled dishes may be loaded directly on the table. As dishes emerge from the machine, they may be inspected and if not found thoroughly clean, may be allowed to remain on the racks for a second washing cycle.

In some food services the use of this machine is said to have eliminated the need for a dish machine operator as such. In one hospital, where this new conveyor is in use, two women employees strip 145 patients' trays and place soiled dishes, glasses and trays on the racks. The same two women store all of these dishes, when washed, ready for the next meal. The horizontal conveyor has saved, it is stated, 18½ man-hours daily in this institution. In addition, 40 per cent less floor space is said to be required.

One of the features of this unit is a powerful automatic pre-wash device which re-uses clear rinse water. A rubber squeegee is attached under every third rack which carries waste matter along the table to a garbage disposer placed just ahead of the pre-rinse cabinet on the machine.

Dish Room Layout

It is important that the dish room layout provide necessary space for the storage of soiled dishes and for clean dishes as they come off the machine. Too often, one finds too little space allowed for soiled dishes. A long narrow room, with the soiled dishes coming in on a conveyor or table placed in line with the dish machine, would be ideal. Few food services have the space available for a room of this length. As a substitute, the soiled dish conveyor or table may run the length of one side

of the room, then be turned to feed the dish machine running in the opposite direction, but parallel to the soiled dish table. This provides the continuous flow of the soiled dishes which is so desirable and which is the pattern in industry.

It is important the room be long enough so that sufficient drying space is allowed at the end of the machine, particularly if of the conveyor type. At least one and a half minutes should be allowed for air-drying. As most conveyors move at the rate of from 6 to 8 feet per minute, it means that from 8 to 12 feet of drying space should be allowed or space for at least five racks. Often insufficient room is allowed for the installation of a long conveyor

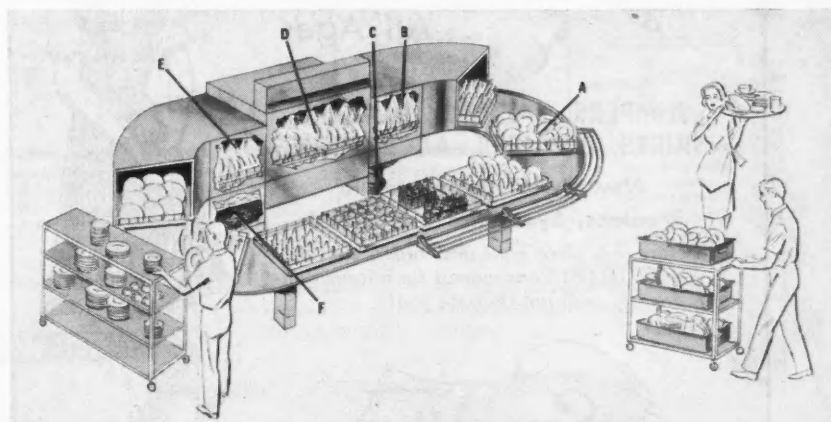
type machine. As a result, the drying end may be curtailed and trouble experienced with wet trays and dishes.

Types of Dishes

The planning of a dish washing unit largely depends upon the type of dishes to be washed. Plastic ware, for example, differs from china. With plastic ware, which does not hold heat, a wetting agent may be required. Also, if the water pressure is too high, plastic dishes and light fiber bowls may be tossed about by the force of the spray and not receive proper washing action.

Indented trays, upon which the food is placed directly, are widely used in elementary schools. These are made of plastics or stainless steel. In a large Eastern university, an attractive indented tray of plastic material has been devised which is used in the cafeterias. Obviously the use of such trays reduces the dishwashing load. However, the deeper the indentations in such trays, the more difficult it is to get adequate washing action.

Cafeteria trays are made of stainless steel, aluminum, fiber glass, and of various plastic materials. Nothing is more annoying, upon entering a cafeteria line, to pick up a tray that is wet. If the operation is large enough, special tray washing machines may be employed. Usually, however, trays are run through the regular dish-machine, either standing upright in the racks or on the conveyor. Sufficient drying area must be provided or special means employed to ensure proper drying, as previously



A completely automatic dishwashing system is the continuous belt, Adamation unit by the Adams Mfg. Co., Waltham 54, Mass. Its main parts are: A. automatic conveyor for soiled dishes; B. high pressure pre-rinse compartment; C. garbage disposal system; D. high power wash compartment; E. sterilizing final rinse; and F. final rinse water is pumped back to pre-rinse compartment. The manufacturer states it saves space, labor, and water.

mentioned. If fans are used, care should be taken to see that the air blown over the dishes is clean and free from foreign particles.

Detergent Injectors

Electronic injectors are now available which automatically regulate the flow of detergent so that the washing solution is at the right consistency at all times. Such dispensers may also provide for the introduction of wetting agents. Most machines are now equipped with automatic detergent injectors and they have become a "must"

in food service operation.

Hot Water

Plenty of hot water is essential for good dishwashing, but it must be hot enough to really do the job. Water in the institution's hot water lines may be hot enough for dishwashing, however, dish water loses heat rapidly as cold plates and dishes are introduced. Dish machines are now equipped with heating units designed to restore this lost heat and to keep the dish water at a controlled temperature.

To obtain water sufficiently hot for

rinsing is the real problem. It would be hazardous to run water at temperatures of 170° F. or higher through the institution's regular hot water pipes. Recourse is usually had to a "booster," which should be used only for this purpose, and should be located as close to the machine as possible. This heating device steps up the temperature of hot water to the required rinsing temperature. In some cases a separate hot water heater is provided for the rinse water supply with a re-circulating line to a 180° storage tank. Care must be taken that such heating devices are shut off when the dish machine is not in use.

Pots and Pans, Utensils, Glasses

In many operations pots and pans are first soaked in a sink and then washed by hand. They may also be run through the dish machine if not too bulky. Machines are now on the market especially designed to wash pots and pans. Where properly used and maintained, these appear to be giving excellent service.

It is well to have a basin or sink containing a detergent solution available in the dish room into which utensils may be dropped for soaking while dishes are being scraped and stacked preparatory to washing. This helps to remove food particles caught between the tines of the forks or on knife blades or spoons. In some places a slot is placed at the dish room window into which silver is dropped and carried to a soaking tank.

Special machines are available in which glasses may be inserted for washing in a detergent solution. Brushes revolving inside and outside the glasses simultaneously, remove lipstick and other stains. If such a machine is not available, it may be necessary to wash glasses by hand to make sure that such stains are removed.

Institutional food services vary greatly in numbers and types of dishes to be washed. Paper service for example, or the use of indented trays previously mentioned would reduce the normal dishwashing load.

Labor utilization is another factor. One service may employ several full time people in the dish room while a smaller operation might require only one employee, who works, perhaps six hours daily in the dish room and another two hours doing other work.

Another problem is maintaining an adequate supply of dishes, glassware and utensils so that the dish machine may be operated at nearly full capacity.



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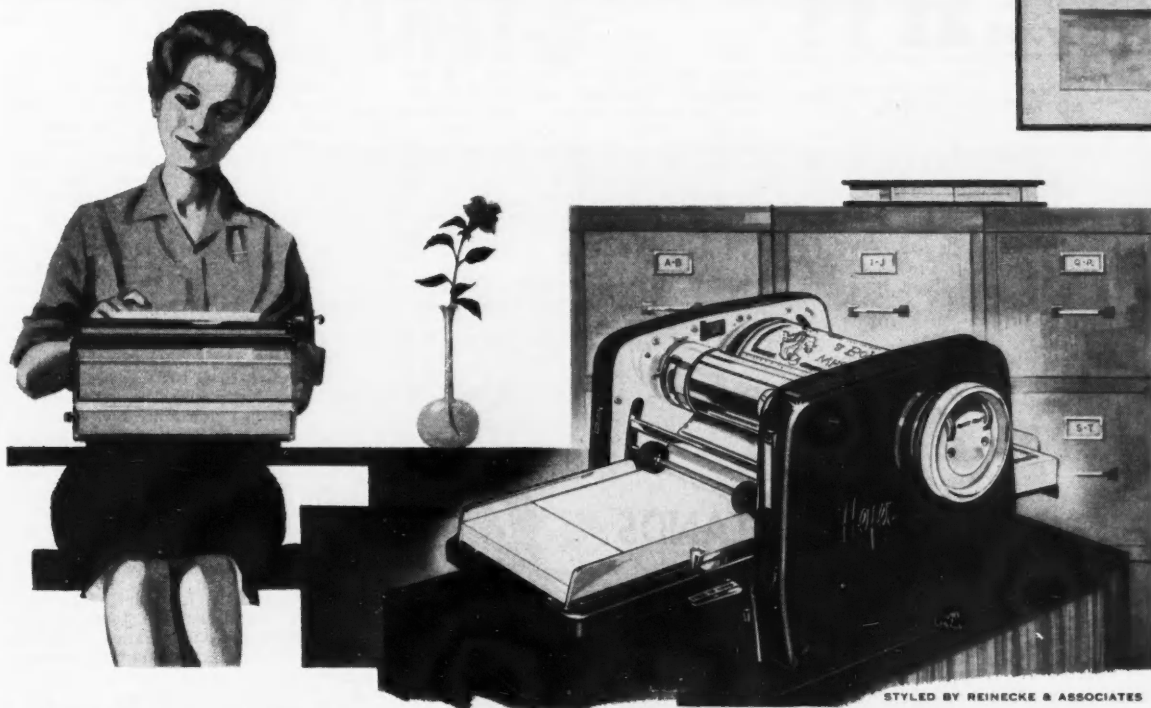
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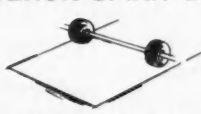
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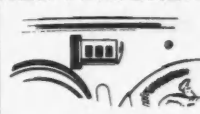
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News



AD MULTOS ANNOS

★ REV. ALFRED F. KIENLE, S.J., rector of Gonzaga High School, Washington, D. C., from 1950 to 1956, celebrated his golden jubilee in religion on Sept. 19 at Holy Trinity Church, Washington, where he is an assistant pastor. While in the Philippines, Father Kienle was a prisoner of the Japanese from 1941 to 1945. Later, he received the Asiatic Pacific Campaign Ribbon from Gen. Douglas MacArthur.

★ REV. J. HARDING FISHER, S.J., observed the 50th anniversary of his ordination to the priesthood on Aug. 22 at Woodstock College, Maryland. Father Fisher studied at Fordham, Columbia, and Johns Hopkins Universities in the U. S. and at Stonyhurst College in England. He has taught at Woodstock and Fordham, has been an associate editor of *America*, and has been master of novices at three novitiates. From 1940 to 1947 he was rector of Fordham University.

★ RT. REV. MSGR. JOHN J. VOIGHT, secretary for education for the Archdiocese of New York, observed his 25th anniversary as a priest on Sept. 24.

★ BROTHER CHRISTIAN BASIL, F.S.C., assistant principal of St. Joseph's High

School, Barrytown, N. Y., celebrated his silver jubilee in religion on Sept. 18. He is a member of the evaluating committee of the Middle States Association of Colleges and Secondary Schools.

★ REV. JAMES J. MERTZ, S.J., professor of classical languages at Loyola University, Chicago, Ill., celebrated his 60th anniversary Sept. 11. He has been a member of Loyola's faculty since 1922, longer than any other Jesuit. At present Father Mertz is compiling an anthology of Jesuit poets, as well as teaching a full schedule of courses.

★ REV. BARTHOLOMEW J. QUINN, S.J., coordinator of military programs at Marquette University, celebrated his golden jubilee, Sept. 18, at Milwaukee, Wis.

★ THE OBLATE SISTERS OF THE BLESSED SACRAMENT celebrated the 25th anniversary of their founding, Oct. 6, in Marty, S. Dak. The community was established in 1935 for Indian girls. Since 1953 the Oblate Sisters have been a self-governed institute of diocesan rank, electing their own superiors and accepting white girls for membership. The congregation is the only one exclusively dedicated to the apostolate among the Indians. There are now 12 professed Sisters who teach at St. Paul's Indian Mission in South Dakota.

★ REV. ARTHUR J. EVANS, S.J., noted his 50th anniversary as a Jesuit on Sept. 25 in Milwaukee, Wis. Father Evans has taught English at Marquette University since 1951.

★ MARQUETTE UNIVERSITY, Milwaukee, Wis., will celebrate 50 years of journalism education during the 1960-61 school year with a series of events for the public and the profession starting in November. The anniversary celebration will open with a national press congress for student editors and faculty advisers, Nov. 11-13, at the Milwaukee Auditorium. During the week of March 6, editors, educators, and political leaders will meet for an academic conference.

Marquette was the third university in the United States to offer journalism instruction when the first class met 50 years ago under the direction of the late Rev. John E. Copus, S.J. J. L. O'Sullivan has been dean of the college since 1928.

HONORS AND APPOINTMENTS

President of New College

MOTHER M. DU SACRE COEUR is the president of the new Marymount College at Palos Verdes Estates near Los Angeles, Calif., established by the Religious of the Sacred Heart of Mary. Since 1953, Mother du Sacre Coeur has been president of Marymount College in Tarrytown, N. Y. She received her B.A. and M.A. degrees from Dalhousie University in Halifax, N.S., a doctorate in Latin from Fordham University, and an honorary doctor of humane letters from Manhattanville College in 1958.

Catholic Action Medal

St. Bonaventure University has bestowed its 1960 Catholic Action Medal upon CHRISTOPHER H. DAWSON, British scholar who now is the first occupant of the Stillman chair for Roman Catholic Studies at Harvard University. Christopher Dawson was born in England on Oct. 12, 1889, and became a convert to the Catholic Church in 1914.

(Continued on page 76)

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NEWS

(Continued from page 74)

Heads Catholic Psychologists

DR. FRANCIS JAMES BRACELAND, of Hartford, Conn., president of the American Psychiatric Association, has been chosen the first president of the International Catholic Association of Medical-Psychological Studies. REV. NOEL MAILLOUX, director of the Institute of Psychology of the University of Montreal, is the deputy president. The new association was organized during the recent International Catholic Congress of Psychology and Clinical Psychology at Milan, Italy.

For Ecumenical Council

RT. REV. MSGR. RUDOLPH G. BANDAS, of St. Paul, Minn., has been appointed a consultant to the preparatory commission of studies and seminaries for the Ecumenical Council. Msgr. Bandas is a former rector of St. Paul's Seminary and served for 25 years as director of the Confraternity of Christian Doctrine at St. Paul. He is the author of a new series of four textbooks in religion for Catholic high schools published by the Catechetical Guild.

Other consultants named are: REV. JAMES CUNNINGHAM, C.S.P., pastor of Santa Susanna Church in Rome; REV. GUSTAVE WEIGEL, S.J., professor of ecclesiology at Woodstock College; REV. DUNSTAN DONOVAN, S.A., a national director of the Apostolate of Christian Reunion; REV. EDWARD F. HANAHOE, S.A., a national director of the Apostolate for Christian Reunion and of the Chair of Unity Octave; and REV. GEORGES H. TAVARD, A.A., French-born theologian who has been stationed in the United States since 1952.

U. S. Meritorious Service Medal

BROTHER LA RUE, O.S.B., of St. Paul's Abbey, Newton, N. J., last August, received a government Meritorious Service Medal from Secretary of Commerce Frederick H. Mueller.

In December, 1950, the Merchant Marine vessel Meredith Victory, in charge of Captain Leonard P. La Rue, transported 14,000 refugees from North Korean and Chinese Communists to safety in a critical emergency. President Eisenhower, last year, signed a bill to give the skipper's action public recognition. In 1954 Captain La Rue became Benedictine Brother La Rue.

Edith Stein Award

REV. VICTOR J. DONOVAN, C.P., has received the 1960 Award bestowed annually by the Edith Stein Guild on one who has made an outstanding contribution to a better understanding between Jews and Christians. Father Donovan, a member of the Catholic Biblical Association, and an authority of Judaeo-Christian studies, is a professor of Sacred Scripture at St. Ann's Passionist Seminary, Scranton, Pa.

Charles Carroll Medal

DR. JOHN F. BROSMAN, chancellor of the University of the State of New York, has been awarded the Charles Carroll Medal for 1960, an annual award of the fourth degree Knights of Columbus to one best typifying the example of Charles Carroll of Carrollton in service to Holy Mother Church and to our country and community. Dr. Brosman received his education at Catholic and secular schools and colleges; he has received numerous

(Continued on page 77)

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NEWS

(Continued from page 76)

honorary degrees and decorations; he is an affiliated member of the Brothers of the Christian Schools and has received two Papal decorations.

Executive Vice-President

BROTHER PHILIP, O.S.F., Ph.D., has been appointed an executive vice president in charge of development at St. Francis College, Brooklyn, N. Y. Brother Philip, who has been director of student personnel services, will, in his new office, direct the development and expansion program of the college.

Brother Philip is co-author of four books on youth guidance and the founder of *The Catholic Counselor*. He received the distinguished service award as "Outstanding Young Man of 1959" from the New York City Junior Chamber of Commerce. He has just completed a research project on collegiate mental health under a grant from the federal government. He is a licensed psychologist in the State of New York.

Liturgical President Re-elected

REV. FREDERICK R. McMANUS was re-elected president of the Liturgical Conference at the group's 21st annual North American Liturgical Week in Pittsburgh, Pa.

Will Conduct Mount Mercy College

SISTER M. MURIEL, R.S.M., was named the fourth president of Mt. Mercy College, Pittsburgh, Pa. Sister was one of 17 university and college presidents from 15 states chosen by the Commission of Liberal Education of the American Association of Colleges and Universities to participate in a conference at Thinkers' Lodge, Nova Scotia, in July, as the guest of Cyrus Eaton, industrialist and financier.

Will Head College in Cincinnati

SISTER M. VIRGINIA, R.S.M., has been appointed president of Our Lady of Cincinnati College, Cincinnati, Ohio. She succeeded SISTER M. GRACE, who was named president emeritus.

Named President of Women's College

SISTER MARIE PERPETUA, S.P., has succeeded SISTER FRANCIS JOSEPH, S.P., as president of St. Mary-of-the-Woods (Ind.) College.

Sociological Society Election

DR. JACK CURTIS of Marquette University, Milwaukee, Wis., was elected president of the American Sociological Society at the group's 22nd annual convention at Fordham University. He succeeds Rev. JOHN L. THOMAS, S.J.

New Head of College

MOTHER MARY BLISH, R.S.C.J., has been named president of Maryville College, St. Louis, Mo., succeeding MOTHER MARJORY ERKSKINE, R.S.C.J.

Appointed to Viterbo College

The new president of Viterbo College, La Crosse, Wis., is SISTER M. JUSTILLE, F.S.P.A., who succeeds SISTER M. FRANCESCA, F.S.P.A. Sister Justille has served in the Viterbo history department and as director of residence since 1952.

(Continued on page 78)



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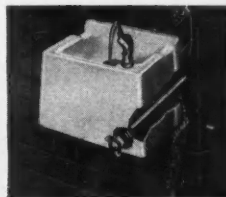
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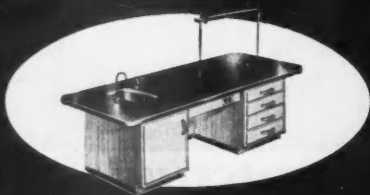
Designed for outdoor use where temperatures drop below freezing. New all-weather features.



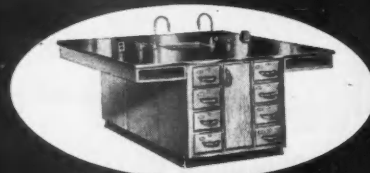
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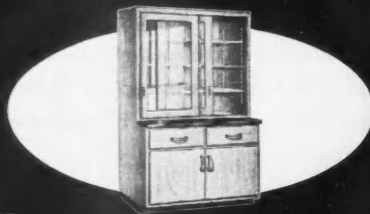


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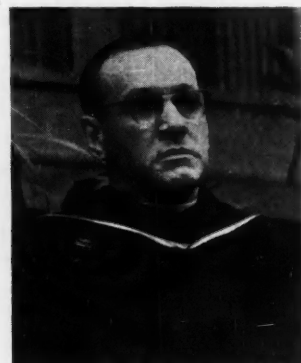


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NEWS

(Continued from page 77)



Very Rev. Laurence V. Britt, S.J.
Pres., University of Detroit

President of Detroit

REV. LAURENCE V. BRITT, S.J., is the new president of the University of Detroit. He succeeds VERY REV. CELESTIN J. STEINER, S.J., who has been president since 1949. Father Steiner will be chancellor of the university.

Father Britt, a graduate of U. of D., has a master's degree from Loyola (Chicago), a licenciante in sacred theology (S.T.L.) from West Baden College, and a Ph.D. in educational administration from the University of Minnesota.

REQUIESCANT IN PACE

● BROTHER GEORGE LEWIS, F.S.C., professor of mathematics and former dean and vice-president at La Salle College, Philadelphia, Pa., died Sept. 8 at the age of 71.

● SISTER M. CONSILIO McMACKIN, R.S.M., died, Sept. 1, at Tarrytown, N. Y. She had been a member of the Sisters of Mercy for 51 years.

● SISTER ANACLETE, S.S.N.D., died Aug. 30, at Villa Marie, Notch Cliff, Md., where she was retired. Sister had taught in New York City, New Jersey, and Philadelphia since 1894.

● SISTER M. IVO BYRNES, S.C., died at Morristown, N. J., on Sept. 10. Sister, who was professed in 1918, taught in elementary grades.

● MOTHER MARY OF ST. FRANCIS XAVIER HICKEY, former provincial of the St. Paul province of the Good Shepherd Sisters, died in September at the age of 99. Born in Limerick, Ireland, she had been a Sister for 81 years.

● SISTER M. MODESTA TULLY, R.S.M., died Aug. 28 in Rochester, N. Y. She had taught in the Rochester diocese since 1898.

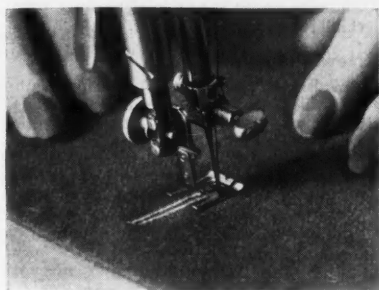
● SISTER M. INNOCENTIA HUBSCHMITT, O.P., died at Newburgh, N. Y., on Aug. 29. She had taught in Manhattan and New Jersey before her retirement last year.

● SISTER M. LUCILLE SULLIVAN, R.S.M., died Sept 1 at West Hartford, Conn. She entered the Sisters of Mercy in 1909.

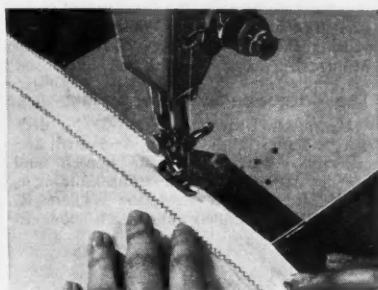
● REV. JAMES G. BURKE, for 54 years a member of the faculty at Mount St. Mary's College, Emmitsburg, Md., died in September in Cork, Eire. He was hospitalized in his native Ireland, having returned there for a visit in June. Father Burke had taught mathematics and classics. He was 84 years old.

(Continued on page 80)

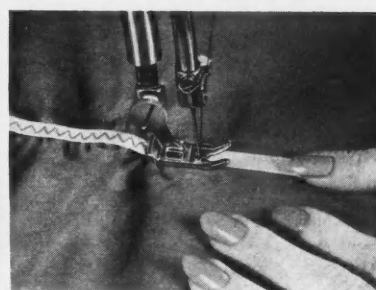
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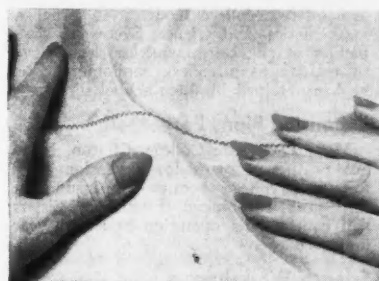
BUTTONHOLES



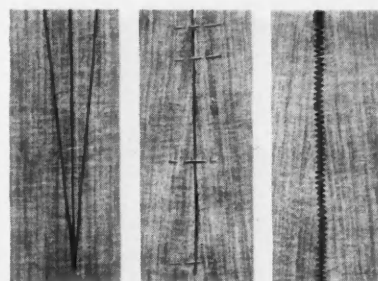
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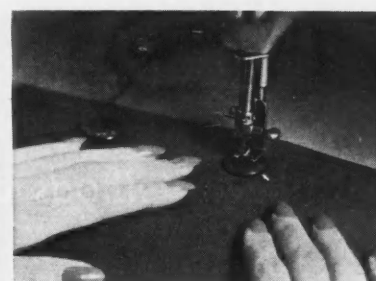
APPLYING ELASTIC



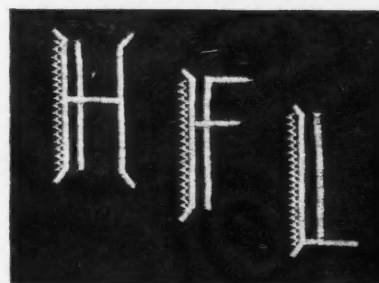
LINGERIE SEAMS



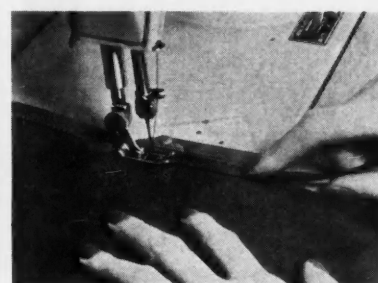
INTERFACING DART



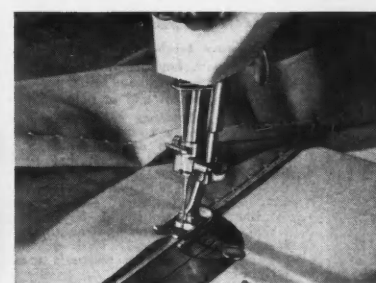
SEWING ON BUTTONS



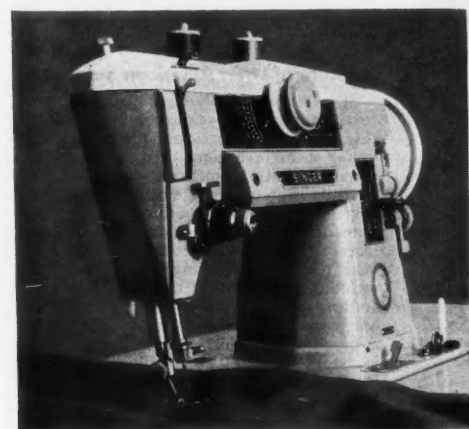
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NEWS

(Continued from page 78)

COLLEGES AND UNIVERSITIES

A Young Novegenerarian

Loyola University, Chicago, Ill., on September 5, became 90 years old. It was established 90 years ago by Rev. Arnold Damen and five Jesuits for "teaching and promotion of science and literature."

Distinguished Theologian at New Rochelle

REV. AUGUSTIN-PIERRE LEONARD, O.P., Ph.D., a noted Dominican theologian of the College de la Sarte, at Huy, Belgium,

will be the first scholar to fill the Anna V. McCarthy visiting professorship at the College of New Rochelle in New York. During the present semester he will teach two courses: The Theology of the Christian Layman in Modern Times and Contemporary Questions on Faith. Father Leonard has been a visiting lecturer on mystical theology at the Institute of Spiritual Theology in River Forest, Ill., and a visiting lecturer at the University of Montreal.

The Marquette School of Speech

Marquette University, Sept. 23-25, dedicated Duffey Hall, newly renovated and centralized quarters of its speech and hearing habilitation center. The building is named for the late Professor William R. Duffey who founded the speech clinic in

1922 and was the first director of the school of speech. Professor Alfred J. Sokolnicki, a former student of Professor Duffey, is the present director of the clinic. The center is believed to have the largest speech therapy program in the country. Duffey Hall has 14 therapy rooms, two diagnosis rooms, and seminar rooms. Marquette also conducts speech clinics in elementary parochial schools in Milwaukee.

New College

Walsh College (for men), the first Catholic college in the Diocese of Youngstown, Ohio, was opened in October by the Brothers of Christian Instruction. Walsh College, named for Bishop Emmet M. Walsh, is the successor to La Mennais College, Alfred, Maine, which the Brothers established in 1947 for members of their community. Eventually it will enroll about 400 students.

Advanced Placement

St. Peter's College, Jersey City, N. J., is conducting a program, now in its second year, by which superior high school seniors are offered college courses in English, mathematics, and science. Successful completion of the course entitles the student to register as a college sophomore after he has obtained his high school diploma.

Expansion Plans Postponed

Mount St. Clare College, Clinton, Iowa, has postponed plans for expansion to a four-year college because of insufficient third-year enrollment. Franciscan Sisters will continue its operation as a two-year junior college.

Science Workshop

Under an \$8,740 grant from the National Science Foundation, St. Mary's College, St. Mary's Calif., will offer a six-week training program in physical science to secondary school students of high ability this coming summer. The program, to be directed by Dr. Albert Costa, instructor in chemistry at the college, will be limited to 25 high school boys. Using a relatively new approach to the teaching of science, the program is designed to foster the scientific interests of the academically gifted student. Content will be drawn from astronomy, physics, and chemistry with emphasis on the historical development of certain areas of these sciences. Central theme underlying the various subjects to be presented will be the growth of our ideas concerning the physical world. Application forms have been mailed to every high school in the western U. S. Candidates will be selected from applicants on the basis of ability as shown by high school transcripts and recommendations.

Institute of Latin American Studies

St. Joseph's College, Philadelphia, recently announced organization of an institute of Latin American studies to train young men for business or government careers in Latin American countries. The institute will offer the first undergraduate degree in the United States, so far as is known, designed specifically to develop career men for these countries. The four-year program beginning September, 1960, includes an internship that will take each student to a Latin American country for one entire summer where he will receive a practical introduction into foreign service work. The institute will offer specialization in trade or government leading to bachelor of science degrees in business administration and government respectively.

(Continued on page 81)



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NEWS

(Continued from page 80)

City Gets First Catholic College

Benedictine College, the first Catholic institution of higher learning in Richmond, Va., opened in September. The college is a night school extension of Belmont (N. C.) Abbey College.

Elizabeth Seton Medal Founded

The board of directors of the Seton Hill College (Greensburg, Pa.) Alumnae Corp. have established the award of an Elizabeth Seton Medal, to be made annually to a woman recipient for distinguished contribution to American Catholic education.

Program Offers College Credit

Getting a head start on their college careers, 34 selected high school students attended summer school this year at St. Francis College, Brooklyn, N. Y. The students studied basic college chemistry and mathematics; they will be able to take more upper division courses in their major field at a later date. The high-school students' program, in its first year at the college, was under the direction of Brother Henry, O.S.F., dean of the college.

To Train Blind in Russian

Georgetown University, Washington, D. C., has received a \$43,294 contract from the Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, to train blind persons as Russian language translators and radio monitors. There will be 15 persons in the first class under the program at the Jesuit institution. Qualified graduates will be considered for employment at the Central Intelligence Agency.

Saint Xavier Announces President

Saint Xavier College, Chicago, Ill., has announced the appointment of Sister M. Josetta, R.S.M., as president, and Sister M. Laetare, R.S.M., as vice-president for development.

Marillac Wins Accreditation

Marillac College, Normandy, Mo., has been accorded accreditation by the North Central Association of Colleges and Secondary Schools. Among the strengths praised especially by the committee members of the association are: the school's library of 40,000 volumes, the high quality of instruction provided by the intercommunity faculty, the outstanding spirit of inquiry of the students, and a superb plant and facilities. The four-year liberal arts institution, for Sisters only, is conducted by the Daughters of Charity and staffed by religious from 15 different institutes. Sister Bertrande, D. C., is president of the college.

Continued Library Grants

A new grant of \$35,000 from the United States Steel Foundation to the Association of College and Research Libraries, a division of the American Library Association, assures continuation for the sixth year of the ACRL program of grants to libraries of privately supported universities and four-year colleges. The further promise of the U. S. Steel Foundation to match additional gifts to the program up to \$15,000 guarantees the 1960-61 committee more funds than any previous committee has had at its disposal.

SIGNIFICANT BITS OF NEWS

In Re Federal Aid

The Sept. 17 issue of the *Brooklyn Tablet* carries an interview by a feature writer, Don Zirkel with Rev. Virgil C. Blum, S.J., of Marquette University, author of *Freedom of Choice in Education*.

Father Blum observes that, since several Protestant groups have queried one of the Presidential candidates on his stand in relation to federal aid to education, it seems appropriate to query both candidates on the subject.

As Father Blum says, both candidates approve of the National Defense Education Act of 1958, which provides direct grants for 5500 graduate fellows, many of whom are attending church-related colleges, including the Protestant Union Theological

Seminary. Therefore, cost-of-education grants to church-related colleges are constitutional.

Federal tuition grants to veterans and war orphans are recognized as constitutional.

"If scholarships in colleges are constitutional," says Father Blum, "why not direct grants or tax credits for all children including those attending church-related schools?"

"Why advocate an education program that enforces conformity to the public school religion of secularism as a condition for sharing in federal tax monies?"

Local Drive for Four Million

On Sept. 25 a drive for a minimum of \$4,100,000 was inaugurated in the 69

(Continued on page 82)



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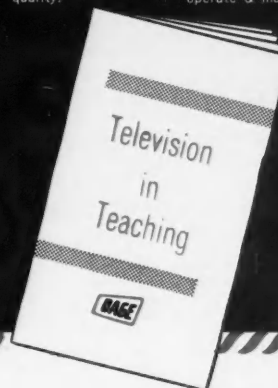
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NEWS

(Continued from page 81)

parishes of Monroe County of the Diocese of Rochester. Since about 1000 students cannot be admitted to the present Catholic high schools in this area in 1961, the Bishop has decided to build two new co-instructional high schools costing \$2,600,000 each. There are some 60,000 wage earners in these parishes.

An International Social Conscience

Speaking at a meeting of the National Catholic Social Action Conference in Niagara Falls, N. Y., Aug. 27, Rev. Albert J. Nevins, M.M., editor of *Maryknoll Magazine* and president of the Catholic Press Association, declared that Catholics must develop an international conscience.

"The challenge that faces us," he said, "is the establishment of a plan of international social justice . . .

"Our Catholics as a whole are suspicious of the United Nations, of any limitations on our sovereignty, of any world government. Yet a world society embracing the whole of mankind flows directly and fully from the requirements of natural law."

Fund of \$25 Million

His Eminence Cardinal Spellman, on Sept. 8, announced a drive for \$25 million for the construction of schools in the Archdiocese of New York. This largest drive has a threefold goal: four new high schools for 5000 students, a new seminary for 300 students, and replenishment of the education fund of the archdiocese for the construction of future Catholic high schools.

Released Time in New York

In June, 1960, in New York City, 118,803 children were being released from public elementary schools one hour a week for religious instruction. On Sunday, Sept. 18, in the Diocese of Brooklyn, lay people were asked to co-operate in the program by signing requests for the release of their children, by teaching, and by escorting children from their public schools to the parish schools for instruction. For high school students the parishes offer evening classes in religion as well as an attractive social program.

Newark Uses Educational TV

Educational television is being used this year by all 228 elementary schools of the Newark (N. J.) Archdiocese. The school day for grades four through eight has been extended 15 min. to accommodate the new program of televised lessons in language arts, reading, mathematics, science, Spanish, music, and art.

Seton Hall to Establish Museum

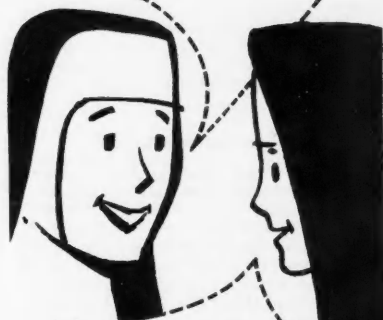
Seton Hall University, South Orange, N. J., will establish a museum for acquisition, study, and display of cultural and technical achievements of mankind, and other natural history objects. Director of the museum will be Herbert C. Kraft, a former teacher who has his own collection of American Indian relics and pre-historic European material.

Educational Aid Program

An aid to education program has been announced by the Ford Motor Co. The company will match dollar for dollar contributions made by its employees to United

(Continued on page 84)

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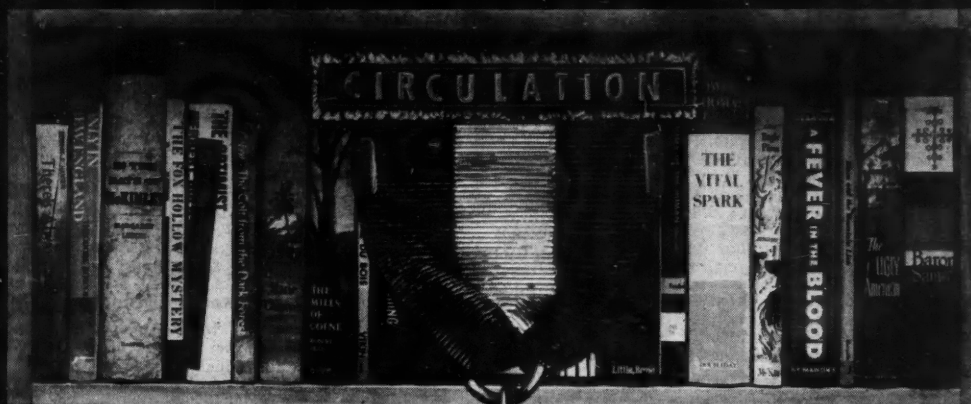


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NEWS

(Continued from page 82)

States colleges, universities, and secondary schools up to the amount of \$5,000. If donations are made to private schools, the company will contribute \$2 for every \$1 for the first \$1,000 given by employees. The employee need not be an alumnus of the institution to which he is donating. For details of the plan write: Ford Educational AID Program, The American Rd., Dearborn, Mich.

French School Law

A French government decree has stated that Catholic schools in France must meet certain conditions to receive federal aid. In general, the more aid given the school, the

more authority the government is given in its administration. The same law permits religion to be taught in public schools "when churches are too far distant."

Public University Initiates Chant

Pennsylvania State University has inaugurated a one-credit course in Gregorian Chant, to be taught by Rev. Richard Hovanec of Our Lady of Victory Church, State College, Pa. The course includes a two-hour practice session. It has already sung for First Friday Masses on the university campus and is claimed to be a very successful venture.

26-Cent Chapel

Nijmegen, the Netherlands, has donated land for a memorial chapel in honor of Rev. Titus Brandsma, a Carmelite priest

who died in a Nazi concentration camp. Father Brandsma was a rector of Nijmegen. The city has exacted a symbolic price of one guilder — 26 cents — for the land. University, author of many poems and *The Beauty of Carmel* — a much heralded book. Father Brandsma was arrested by the Nazi occupiers of the Netherlands for urging Dutch Catholic newspapers to refuse to print racist articles issued by the Nazi propaganda machine. His beatification cause was introduced in Rome in 1958. More about the life of this saintly priest can be found in *A Dangerous Little Friar*, by Josse Alzin, published by Clonmore & Reynolds, Ltd., Dublin, Ireland.

Memorial Established

In tribute to the forthcoming golden jubilee of Rev. Robert I. Gannon, S.J., Cardinal Cushing has donated \$10,000 for a memorial to be included in the present building program at St. Peter's College, Jersey City, N. J. Father Gannon was, for many years, president of Fordham University and was also the first dean of the liberal arts division of St. Peter's College.

Car Club Helps Nun

Sister M. Michaeline, a physics teacher at St. Joseph's Academy for Girls, St. Paul, Minn., believes that the public misunderstands teenage car club members — and she has a flashily-colored auto engine to help prove her point. Last December Sister Michaeline needed some props to show her physics students the fundamentals of mechanics. She then decided that the working parts of an automobile were just what she needed. An appeal in the local paper brought two young boys who, with other members of their car clubs, assembled a complete auto engine done in cutaway detail and color coded for easy identification. When the project was ready, two of the boys spent a whole day explaining all of the functions of the engine to Sister's physics classes. That night the Sisters themselves invited one of the boys over to the convent for another demonstration. "These boys are down on wild driving," says Sister Michaeline. "Their aim is courtesy." Members of the St. Paul car clubs fine themselves \$5 for even screeching their tires when approaching a stop. Sister Michaeline says that her young friends, regardless of public opinion, are definitely not juvenile delinquents.

"Why" Better Than "How"

Bishop John J. Wright of Pittsburgh has suggested that schools of the United States should offer more "know why" courses and de-emphasize "know how" subjects. Training can be given to animals, the prelate said, but education is the complete and harmonious development of the faculties of man. "In our era there is nothing more important for education to do than to give a sense of perspective, and this includes the perspective of eternity," he said. "People tend to see their times out of focus and each generation thinks that no other before it had been menaced so much." With the proper perspective, the Bishop said, the Catholic intellectual does not react with rage or dismay to the skyrocketing headlines of the hour. The aim of adult education centers, the Bishop said, should be to assist those who lacked the opportunity to acquire the proper perception in formal education, and to help them to remain confident spiritually in the face of evil.

(Concluded on page 86)



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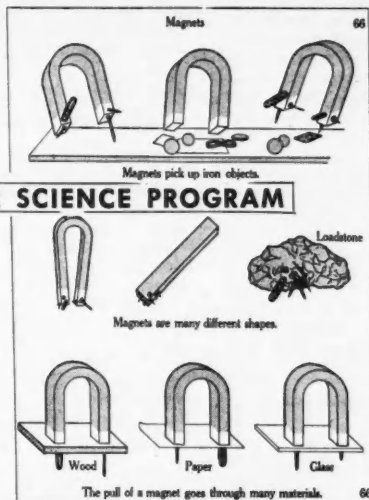
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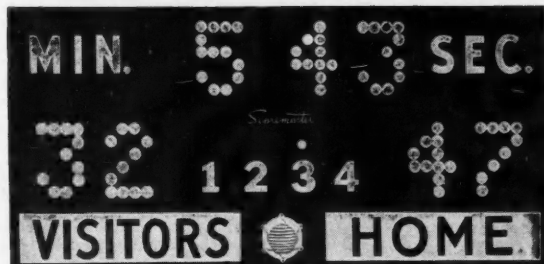
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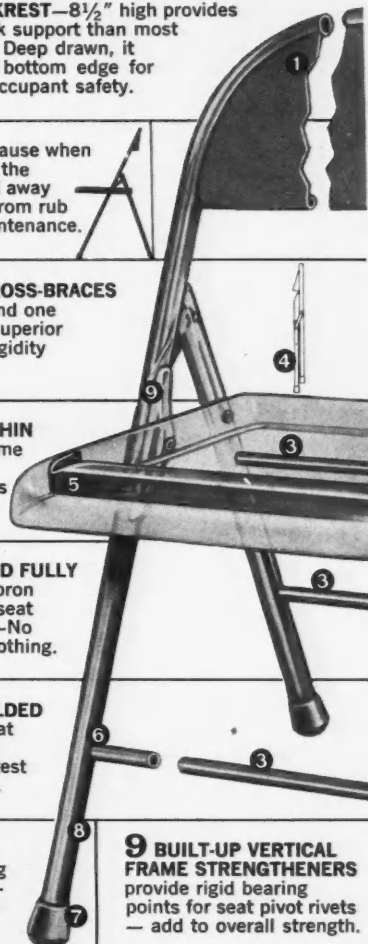
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NEWS

(Concluded from page 84)

Asks University to Lift Ban

The National Newman Club Federation, at its 46th convention in Cleveland, Ohio, asked regents of the University of Arizona, to rescind their action which removed all religious centers from the school's campus and "the path of proposed expansion." The federation asked the regents to "expand the campus around these centers rather than put them out of the projected lines of expansion." The group also called the regents' action "an affront to the traditions of true Americanism and democratic liberty."

New Vocation Plan

Rev. Pierre Paul Pothier, a French Canadian priest who believes that vocations work must be conducted on a year-round basis, has instituted a Crusade for Vocations aimed at students from grade school through college. Father Pothier points out that in most places vocations programs are carried out only once a year—in a particular week or month set aside for the purpose. "Suppose we taught geography just once a year?" he asks. "How much would the children know about geography?" In an effort to put vocations work on an all-year basis, Father Pothier has prepared a series of graded booklets aimed at explaining and encouraging spiritual vocations. Vocations to the priesthood, the religious life, and

the lay life are all stressed, but in each case there is an attempt to "make the child aware that he is called to do something spiritual." Headquarters of the Crusade for Vocations are located at 137 W. 71st St., New York 23, N. Y.

Religious Vocation School

A new school of religious vocations has been announced at St. Michael's College, Winooski, Vt., by the Sisters of St. Martha. Women from 18 to 30 years of age, who have finished school, will be employed at the college, paid a salary, and given board and lodging. While working, they will be instructed in the elements of religious life.

After a sufficient trial period, qualified applicants may enter the novitiate being planned by the Sisters. The Sisters of St. Martha teach and do domestic work in religious institutions and rectories. Those interested in the school are invited to write St. Michael's College.

CONTESTS

Education for Deaf Children

To help educate deaf children, Zenith Radio Corp., Chicago 39, Ill., is sponsoring a "Gift of Hearing Scholarship Contest." Grants of \$500 plus a \$2,500 grand prize scholarship will be given weekly, in the names of the contest winners, to selected deaf children for pre-school auditory and language training. Entrants are also eligible for prizes. Free entry blanks are available from Zenith hearing aid dealers.

Scholarship in Library Science

The Catholic Library Association will award a scholarship of \$600 for graduate study in library science for the year 1961-62. Of this sum \$300 is to be repaid to the association within two years after completion of the program. Religious as well as lay persons are eligible. The recipient may enter the graduate library school of his choice. Applications are available from the scholarship committee of the Catholic Library Association, Villanova University, Villanova, Pa.

New Fellowship Established

Applications for the first Hilda Maehling Fellowship, established in 1959 by the Department of Classroom Teachers of the National Education Association, 1201 Sixteenth St., Washington 6, D. C., are due on or before Dec. 1, 1960. To be eligible, a classroom teacher must present evidence of professional preparation, successful teaching experience, and outstanding service and leadership within the united profession. Stipends will be derived from income accruing on \$100,000 fund being raised by voluntary contributions.

Award-Winning Photograph Exhibit

One hundred twenty national awards were given for top winning photographs selected from more than 35,000 high-school entries in the 1960 Scholastic-Ansco Photography Competition. A "traveling salon" exhibit, made up of more than 25 award-winning photographs, is available without charge to schools. For information write: Photography Editor, Scholastic Magazines, 33 W. 42nd St., New York 36, N. Y.

COMING CONVENTION

The Mid-South Conference of the Catholic Library Association will hold its 20th annual conference in Memphis, Tenn., on Nov. 26, at St. Agnes Academy.



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Cram editors have been busy this year, making the many political revisions as they have occurred on the continent of Africa. More than twenty such changes have occurred since January 1, 1960.

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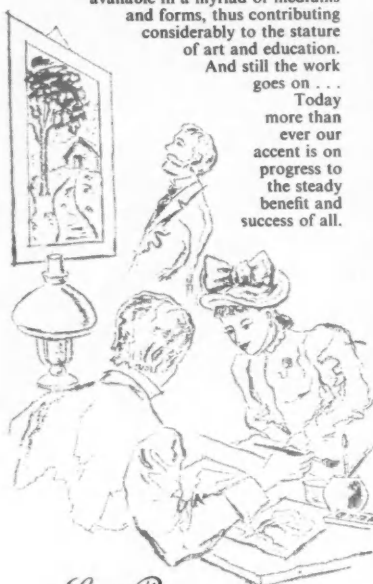


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Evaluation of AV Aids

(Continued from page 16)

nature that all other materials become increasingly meaningful and useful."

According to the publisher, "This *Science Guide* is designed to identify existing free science materials which are currently available." It is our belief, a belief that is shared by other members of the Business-Industry Section of NSTA as expressed by them at the Kansas City 1960 Convention, that EPS, a charter member of the B-I Section, can make a definite contribution to the proposed project by providing a continuing means of identifying existing materials that are currently available. As with its many other guides and indexes to free materials of various types and kinds, Educators Progress Service plans to revise this *GUIDE TO FREE SCIENCE MATERIALS* annually, each new edition to be available early in each school year.

This first edition lists, classifies, and provides information on titles, sources, availability, and contents of 733 free films, 111 free filmstrips, and 216 other free supplementary materials — bulletins, pamphlets, exhibits, charts, posters, and books — a total of 1060 selected free items. Additionally, it gives information on the nature, purposes, and use of these materials not to be found in any other single source.

In this volume Dr. John W. Renner of the National Science Teachers Association offers a solid appeal for "an integrated program of science experiences from the kindergarten through the twelfth grade," in his article, *Process-Centered Science Teaching*. He pinpoints definite guidelines to assist teachers in their planning when selecting goals for science instruction and the materials necessary to achieve those goals to meet the needs of our present-day culture.

The *EDUCATORS GUIDE TO FREE SCIENCE MATERIALS* is organized in a manner similar to the *GUIDE TO FREE CURRICULUM MATERIALS* described above. Because of the current emphasis upon science, this new resource book should prove especially valuable to teachers and librarians. The cost is \$6.25.

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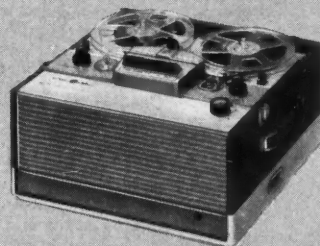
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(Continued on page 89)

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Evaluation of AV Aids

(Continued from page 88)

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Enrichment Landmark Records

Four new recordings in this series from Landmark Books (published by Random House) bring the total number to 40. They are: The Swamp Fox of the Revolution, Custer's Last Stand, Andrew Carnegie and the Steel Age, and America's First World War. The first two and second two titles back each other on two 12-inch, 33 $\frac{1}{3}$ r.p.m. records. Retail price is \$5.95 each; to school or library \$5.29. *Leads to Listening*, free, gives background material.

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(Concluded on page 90)

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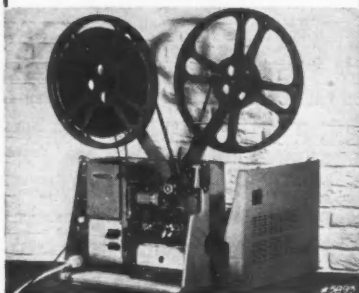
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Evaluation of AV Aids

(Concluded from page 89)

extremely attentive and expressed deep interest in what they said was a truly exciting story which was very well told. Another group of Daughters of Charity who viewed it at one of their meetings expressed great appreciation of the beautiful pictures and the fascinating way in which the story is told. Since it requires about 48 minutes to present the entire record and filmstrip, teachers may wish to show it in more than one sitting. Obviously, as with most filmstrips, a group will extract much more meaning from this material if the teacher takes time to prepare them adequately in advance and also permits times for pertinent discussion. Thus, one may wish to plan to occupy two or more periods for a careful motivation, a more leisurely showing, and worthwhile discussion. There is a tremendous amount of excellent material covered in this one sound filmstrip. The cost of the sound filmstrip, *STORY OF ST. VINCENT DE PAUL* is \$12.50.

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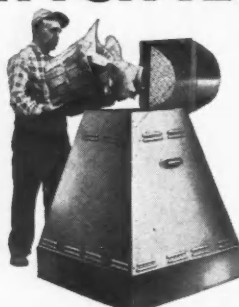
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THE LABEL
OF QUALITY
WHEN BUYING
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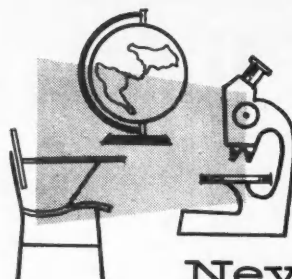


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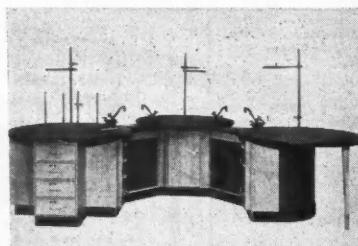
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New Supplies

"SCIENCE CIRCLE"

The John E. Sjöström Co., Philadelphia 3, Pa., exhibited its award-winning "Science Circle" laboratory furniture at the German Industry Exhibition in September. Breaking with traditional austere design,



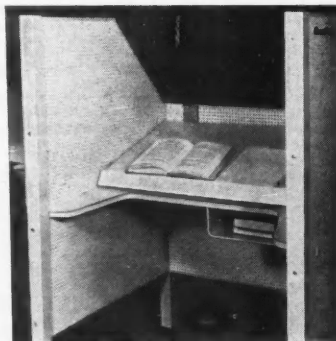
Accommodates 8 to 12

the furniture features colorful circular work surfaces in modern plastic finishes on a variety of natural white oak bases, interconnected by stainless steel sinks. Each unit is custom-assembled to serve eight or 12 students with hot and cold water faucets, gas cocks, and electrical outlets. Instructors' desks come in the same design as these space-saving student tables.

(For Further Details Circle Index Code 0246)

NEW AUDIO TEACHING SYSTEM

The Hamilton Mfg. Co., Two Rivers, Wis., offers a complete new line of audio laboratory equipment including a teacher's master console and several styles of student cubicles. The master console has an inclined panel containing all switches for communication, monitoring, sectionalizing, and program selection. It is complete with connectors for tape deck, phonograph, and projector sound track. From a comfortable seated position, the teacher has a view of the entire class with full student control at his finger tips. Transistorized audio equipment operates on 12 volts d.c. The



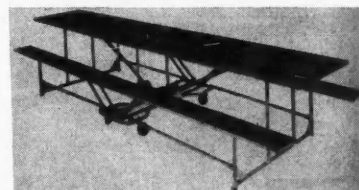
Student Cubicle

multi-channel equipment permits teaching more than one language at a time. Several styles of student cubicles are available, each tested for its own decibel quiet rating. One model has an optional sound damper panel that may be folded down and locked to conceal audio equipment; the folded panel becomes a plastic covered working surface. Other models are designed for use in old buildings with untreated ceilings; one has a budget price; another has disappearing side and front panels.

(For Further Details Circle Index Code 0247)

FOLDING LUNCH TABLE

A roll-away lunch table with unit-frame construction has been introduced by the Smith System Mfg. Co., Minneapolis, Minn. A solid Uniframe welded frame locks automatically to prevent surprise closings and table tipping. The design permits easy access to benches, because there are no braces or projections to interfere with seating. The metal frame, plated with zinc lustron, will last for years with-



Sturdy Welded Frame

out chipping, rusting, or peeling, according to the manufacturer. Mounted on four-inch rubber-tire casters, the table opens and closes in a single smooth motion. It folds to 4½ ft. by 1½ ft. Send for bulletin No. 801.

(For Further Details Circle Index Code 0248)

TRIPLE HORIZONTAL BARS

Ideal for playground use are the All-American triple horizontal bars. These regulation, connected bars have uprights, five, six and eight feet high, fabricated from 2½ in. galvanized steel pipe. Units are anchored in a concrete base, three feet deep. The horizontal bars, each five feet long, are of 1½ in. cold-rolled steel, securely attached to the uprights. Produced by the American Playground Device Co., Anderson, Ind., the bars weigh 300 lbs.

(For Further Details Circle Index Code 0249)

(Continued on page 94)

**CORRESPONDING CODE INDEX NUMBERS
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CARDS IN THE READER'S SERVICE SECTION**



PAPAL, U.S. and SCHOOL FLAGS

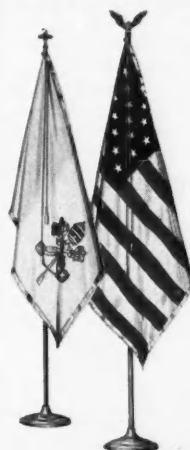
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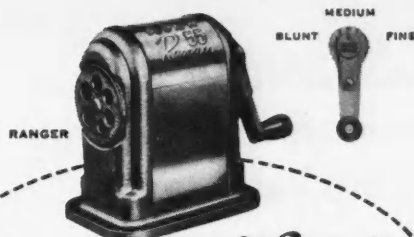
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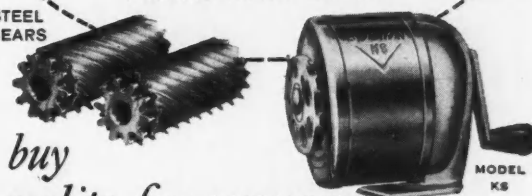
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THE 1961 CHRISTIAN LIFE CALENDAR

by the Rev. John F. Murphy and the
Rev. George Kolanda



This beautifully illustrated calendar is in complete accord with the Decree of the Sacred Congregation of Rites of July 26, 1960, in arrangement, titles and classification of the days of the year, and in directions for use of the Breviary and Missal.

It's There . . .

This ideal liturgical calendar will again be found in convents, sacristies, schools, rectories, and offices because it has all these features:

1. Complete information about the color of vestments the priest will wear at Mass every day.
2. All directions for the use of Missal and Breviary.
3. A daily meditation . . . pointed, sometimes witty, always part of this year's theme: *to grow daily in virtue.*
4. The psalms and prayers specified for the daily recitation of the Divine Office.

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Wherever a calendar with a liturgical dimension is needed . . . church, school, convent. And it's so easy to order . . . just use the handy coupon or your own postcard, and remember: only \$1.00 for 1 Calendar; if you order 5 or more, the price is 80 cents each!

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NOVEMBER, 1960.

(For more information from advertisers, use the postcard on page 101)

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OF QUALITY
WHEN BUYING
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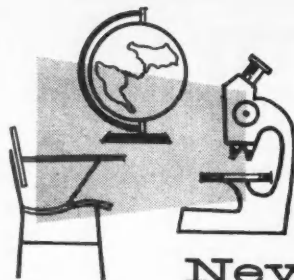


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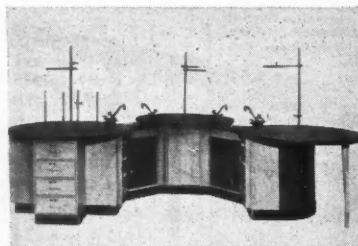
315 N. 12th Street
Philadelphia 7, Pa.



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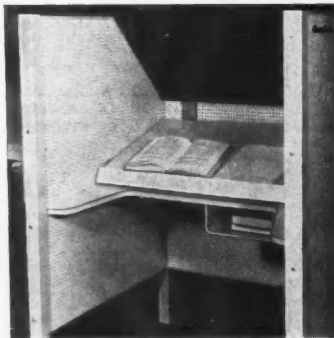
Accommodates 8 to 12

the furniture features colorful circular work surfaces in modern plastic finishes on a variety of natural white oak bases, interconnected by stainless steel sinks. Each unit is custom-assembled to serve eight or 12 students with hot and cold water faucets, gas cocks, and electrical outlets. Instructors' desks come in the same design as these space-saving student tables.

(For Further Details Circle Index Code 0246)

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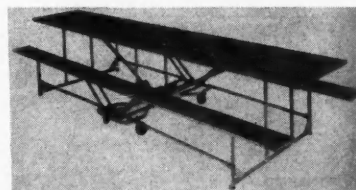
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Sturdy Welded Frame

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(For Further Details Circle Index Code 0248)


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(For Further Details Circle Index Code 0249)

(Continued on page 94)

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**PAPAL, U.S.
and SCHOOL FLAGS**

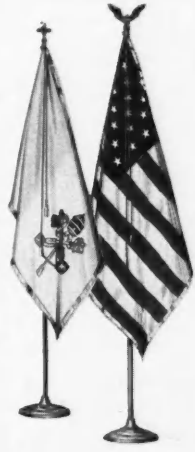
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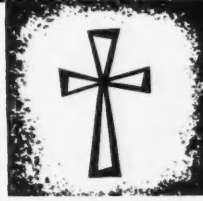
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**THE 1961
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CALENDAR**

by the Rev. John F. Murphy and the
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This beautifully illustrated calendar is in complete accord with the Decree of the Sacred Congregation of Rites of July 26, 1960, in arrangement, titles and classification of the days of the year, and in directions for use of the Breviary and Missal.

It's There . . .

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1. Complete information about the color of vestments the priest will wear at Mass every day.
2. All directions for the use of Missal and Breviary.
3. A daily meditation . . . pointed, sometimes witty, always part of this year's theme: *to grow daily in virtue.*
4. The psalms and prayers specified for the daily recitation of the Divine Office.

It Should Be Everywhere . . .

Wherever a calendar with a liturgical dimension is needed . . . church, school, convent. And it's so easy to order . . . just use the handy coupon or your own postcard, and remember: only \$1.00 for 1 Calendar; if you order 5 or more, the price is 80 cents each!

THE BRUCE PUBLISHING CO., 611A Bruce Bldg., Milwaukee 1, Wis.

Bruce-Milwaukee: Please send:

. **CHRISTIAN LIFE CALENDAR**
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Mason Candies, Inc., Mineola, L. I., N. Y.

New Supplies

(Continued from page 92)

PLASTIC TYPEWRITER RIBBON

A polyethylene typewriter ribbon has been developed by the Electric Typewriter division of the International Business Machines Corp., New York 22, N. Y. The IBM 5121 film carbon ribbon may be used for any general typing assignments, including those which require extremely accurate representations of the type face, such as offset reproduction masters. Sharp typing, high resistance to breakage, and a "clean-end leader" are some of its features. Send for further information.

(For Further Details Circle Index Code 0250)

TAPE STORAGE CABINETS

Neumade Products Corp., New York 19, N. Y., announces a new line of storage equipment for language laboratory magnetic tapes. With the development of the laboratory teaching technique involving the repetitive use of ¼-in. magnetic tape,



Holds 500 Tapes

Neumade has designed storage facilities for filing the valuable master tapes used in language classes. Color coded subject indexing and position retaining clips are featured, plus key locks on all cabinets for maximum security. Simplified indexing and cataloguing insures prompt location of subject matter. The cabinet illustrated holds 500 tapes. Other models and capacities are available.

(For Further Details Circle Index Code 0251)

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(For Further Details Circle Index Code 0252)

(Continued on page 95)

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**for Catholic
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high schools,
colleges
and seminaries.**

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catalog.**

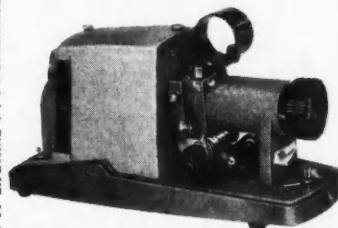
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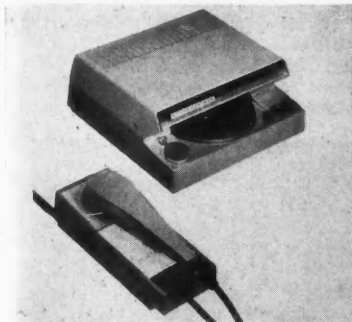
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CITY _____ ZONE _____ STATE _____
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A compact dictation control center, the "Satellite" microphone unit, eliminates the need of a dictating machine on the desk. The unit is the hub of the new Communicator line by The SoundScriber Corp., North Haven, Conn. A pushbutton on the microphone and three keys on the cradle



Remote Control Microphone

enable the speaker to dictate and scan back without handling the recorder, discs, or indexing. The unit features a "Magic Memory" circuit which assures accurate playback of previously dictated material. Up to five Satellites can operate remotely from the same recorder. Write for complete information about this new line.

(For Further Details Circle Index Code 0253)

ELECTRIC PROJECTION SCREEN

The "Autoelectric" is a new small size, electric projection screen made by Radiant Mfg. Co., Chicago 80, Ill. The wall screen comes in standard sizes of 50, 60, or 70 sq. in., in a hammerloid blue aluminum case complete with mounting brackets. Operated from any standard electric outlet, the screen may be raised and lowered automatically at the touch of a switch. It can be concealed behind a cornice or recessed in a ceiling. A built-in stop mechanism halts the screen at any point. A removable toggle switch prevents tampering. The surface is white glass beaded Vyna-Flect, fungus and flame resistant. Larger wall screens are also available. Send for price information.

(For Further Details Circle Index Code 0254)

DUPLICATOR KIT

School programs and bulletins can be printed easily with a new duplicator kit by the Multi-Gram Division of the Crestline Corp., Streator, Ill. The duplicator will make from 50 to 100 copies from one master copy, and will print on post cards. The set comes with six carbons in red and blue, 12 master papers, and a sponge for cleaning. Also included are a pad of 50 plain sheets and a pad of 50 sheets with the Santa-Gram Christmas heading. Other special occasion headings are also available. The kit retails for \$4.95. Send for details.

(For Further Details Circle Index Code 0255)

(Continued on page 96)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

FREE! Esterbrook® HANDWRITING KIT

©T.M.—The Esterbrook Pen Co.

... gives you 6 writing tests for each pupil
COMPLETE WITH COLORFUL GRADING STICKER PLUS A COMPARISON CHART



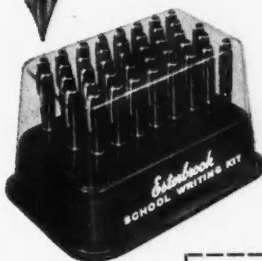
TEACHER'S TESTS PROVE it's the year's best handwriting motivator. The Esterbrook Pen Company is happy to present these handwriting tests for your class. You will find they provide an excellent evaluation of pupil progress.

You will find that the Esterbrook teacher's manual is helpful in promoting good penmanship practices and in developing a continuing interest in legible writing.

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Our sensible solution to writing emphasizes . . .

- . . . improvement through thoughtful, meaningful practice
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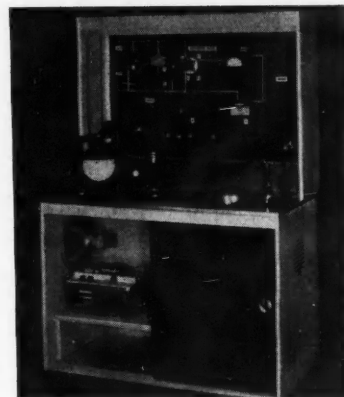
Dept. G12 1053 East Fifty-fourth St.
Indianapolis 20, Indiana

New Supplies

(Continued from page 95)

MOBILE DEMONSTRATOR

A small classroom can become a science laboratory or projection room without special plumbing or electrical work by using the new Model DK2 mobile demonstrator by Desks of America, Inc., Bridgeport, Conn. This all-purpose, movable unit may be used for storing display materials, as a visual projection unit, or be equipped



Teaching and Storage Unit

for science classes. It has plenty of storage space and comes with three removable demonstration panels that can be set up before class to save time. For visual aid use, a translucent screen may be elevated. By means of an ingenious arrangement of mirrors and prisms, any projector mounted inside the cabinet can be used for rear projection. An interior mounted loud speaker can be ordered for use with a tape recorder. Send for details on demonstrator and its accessories.

(For Further Details Circle Index Code 0256)

WATER-SAVING FITTINGS

The new Easy Push lavatory fittings by the Speakman Co., Wilmington, Del., are equipped with adjustable self-closing valves that reduce water consumption up to 25 per cent. A built-in metering device supplies a regulated flow of tempered water. The same kind of metering device is also available on a pushbutton handle urinal flush valve. Ideal for schools and other institutions where water is at a premium, the Easy Push faucet is operated by gently depressing a lever-type handle with the fingertip. A predetermined amount of water, varying from a dash to 1½ gals., flows from the faucet and then shuts off automatically. The fittings may be installed on any fixtures, old or new. Send for further information.

(For Further Details Circle Index Code 0257)

(Continued on page 97)

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THE GUIDE TO CATHOLIC LITERATURE

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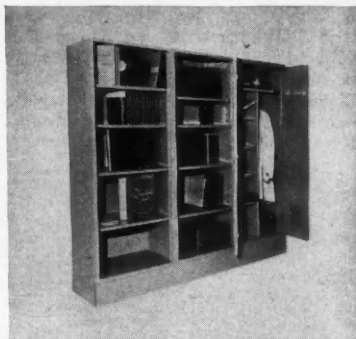
All material for inclusion, orders, business orders, requests, etc., should be sent to:

THE GUIDE TO CATHOLIC LITERATURE

Catholic Library Association
620 Michigan Avenue, N.E.
Washington 17, D. C.

BOOKCASE AND WARDROBE

A combination steel bookcase and wardrobe locker for teachers is offered by the Penco division of Alan Wood Steel Co., Oaks, Pa. The double door locker contains



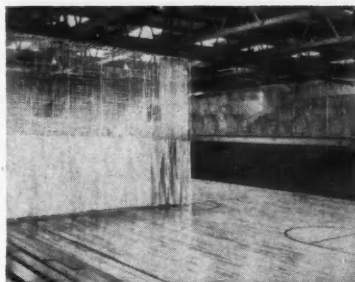
Teacher's Cabinets

book shelves and two coat hooks. Its construction features a fixed door handle, sturdy door frame and hinges, and a louvered door. The locker measures 66 in. high (including a 6 in. closed base), 22 in. wide, by 15 in. deep. Optional features are a sloping top that prevents dust and litter accumulation and an Auto-Lock that operates with a key. The unit is available in standard colors of gray, green or tan, or in special decorator colors.

(For Further Details Circle Index Code 0258)

GYM DIVIDING CURTAINS

A gymnasium can be converted into separate practice courts by mechanized gym dividing curtains, made by the Berlin Chapman Co., Berlin, Wis. Motor or hand



Manual or Motor Control

controlled, the curtains can be operated on one side or in halves from either side. The canvas bottom is made of heavy white 12 oz. duck, 10 ft. high with top and bottom seams folded over and double stitched. From the top of the canvas to the track, a 2 in. sq. mesh, cotton net is supplied, with a 3/4 in. manila rope binding. The all-steel track has steel rollers, bronze pins, and aluminum hanger bars for quiet operation and light weight. Pullup type curtains are also available.

(For Further Details Circle Index Code 0259)

(Continued on page 98)

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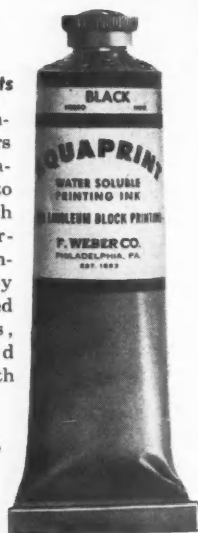


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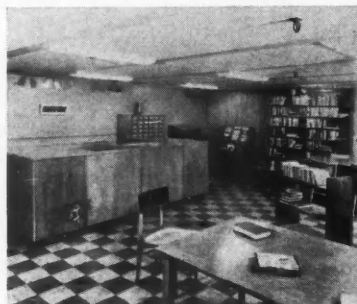
PHILADELPHIA 23, PA.
ST. LOUIS 1, MO.

New Supplies

(Continued from page 97)

LIBRARY FURNITURE

The Classic line of birch library furniture, budget-priced, has been introduced by the library bureau of the Remington Rand division of Sperry Rand Corp., New York 10, N. Y. The new line features a birch unit charging desk with sections wide enough to accommodate standard registration tray units 5-trays wide, and letter



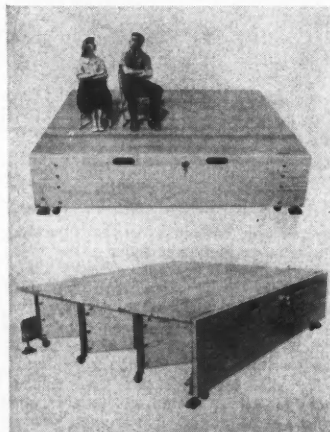
Choice of 5 Finishes

and legal size drawers. The desk comes in two heights, 39 in. and 32 in., both heights may be combined in one desk. Also available are the table and chair, bookshelving, an atlas case, newspaper rack, book display rack, a portable dictionary stand, and catalog cases. The furniture comes in five finishes: wheat, walnut, Golden Harvest, cherry, or fruitwood. In the cherry, there is a choice of birch or Formica tabletops. Write for further information.

(For Further Details Circle Index Code 0260)

ACCORDION-FOLD STAGE

A new accordion-fold stage for classrooms, auditoriums, and gymnasiums permits space-saving storage. It is available from Wayne Iron Works, Wayne, Pa., in



For Custom Installation

(Continued on page 99)

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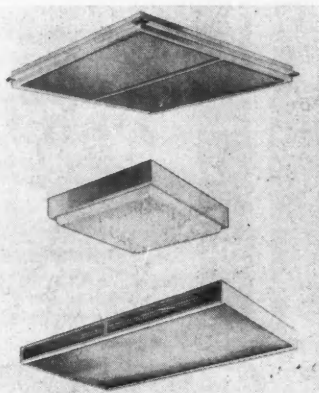
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increments of one inch for custom installation in hard-to-fit areas. Requiring only one person to operate, the stage opens and closes in one continuous motion, moving on ballbearing swivel casters. It is automatically key locked in folded position and secured in extended position by foot-operated rubber floor stops at each corner. In addition to its own weight, the stage will carry a live load of 150 pounds per square foot. It is available with Douglas fir or Philippine Mahogany deck boards in widths from 6 to 18 ft. Send for complete dimensions from the manufacturer.

(For Further Details Circle Index Code 0261)

MODULE LIGHTING FIXTURES

Choose a side, a bottom, and a module from the new line of Slimlux Surface Modules by Edwin F. Guth Co., St. Louis, Mo. The choice offers versatility and



Extra-Slim Designs

variety for on-ceiling lighting. Four side designs and several bottom enclosures are offered to fit eight standard size module units. The heavy gauge steel units have a baked on white enamel finish. Slimfin models are also furnished in bronze and silvan finishes. All units are listed by Underwriters' Laboratories, Inc. Send for complete information and specification sheets.

(For Further Details Circle Index Code 0262)

TABLET-ARM FOLDING CHAIR

A new "swing away" tablet-arm folding chair has been announced by the Hampden Specialty Products Corp., Easthampton, Mass. A folding tablet arm, of solid $\frac{5}{8}$ in. birch-grained pattern plastic, swings flat against the side of the chair when not in use, and automatically safe-locks into place when in use. Model 303 folds flat for easy storage. Constructed of sturdy, tubular steel with heavy duty braces and hinges, and rubber-tipped feet, the chair comes in four colors: beige, gray, terra cotta, and turquoise.

(For Further Details Circle Index Code 0263)

(Concluded on page 100)

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The **Avery Label Co.**, New York, N. Y., is offering a 16-page booklet for increasing filing efficiency. Send for a free copy of "Bright Ideas to Make Bright Girls Shine at Filing."

(For Further Details Circle Index Code 0264)

The "Economics of American Living" is a set of simple teaching materials for a high school course in economics, published by **Rand McNally & Co.**, Chicago 80, Ill. The set contains 24 large (37 in. sq.) colored wall charts, a textbook, and a teacher's manual. The set with one copy of textbook sells for \$39.75. The list price of the book is \$1.65.

(For Further Details Circle Index Code 0265)

Coronet Films, Chicago 1, Ill., has prepared a 24-page booklet to help students benefit more from viewing educational films. "Look, Listen, and Learn" sells at \$2 per hundred copies. Send for a free sample copy.

(For Further Details Circle Index Code 0266)

A free leaflet illustrates choir robes for Christmas and other holidays. New robe styles for children are included. Send for information from the **E. R. Moore Co.**, Chicago 13, Ill.

(For Further Details Circle Index Code 0267)

"Getting Ready for Christmas" is offered at 75 cents by the **Arts Cooperative Service**, New York 10, N. Y. This 32-page mimeographed booklet suggests Christmas activities for young children, including Christmas stories and music, gifts and decorations, and cooky recipes.

(For Further Details Circle Index Code 0268)

MANUFACTURER'S NEWS

The Newberry Guild of Boston, Mass., has received the Lithographers and Printers National Association Award for color reproduction and over-all quality in its collections of Christmas cards. The personalized cards feature original design and full natural color with glitters and metallics. The Newberry Guild also offers the Silent Night collection, a line of religious Christmas cards in rich, vibrant color. Twenty-four hour service is available for personalization.

(For Further Details Circle Index Code 0269)

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